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ABSTRACT

Migrant Education has historically served elementary students. In recent years a significant amount of effort and resources have gone into secondary education, but baseline data have not been available about this activity. This report examines current practices in all states, entered in alphabetical order but excluding Hawaii, which has no migrant programs, the District of Columbia, and Puerto Rico. To prepare the report researchers examined the last two years of states' data. The report compiles information on each state's migrant program organization and unique secondary programs, provides a summary of the state plans for 1987 and 1988, lists secondary components, and includes secondary staff development, needs assessment, and demographic information. Related topics include basic skills learning, vocational and employment training, tutoring and counseling, learning English as a second language, and parents' involvement. High school equivalency programs are listed in the state profiles, but secondary students are not included in state performance reports or demographic data. The document contains 85 references. (DHP)

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STATE AND LOCAL ACTIVITY OVERVIEW

Abridged Version

Prepared and Written by
Anne Salerno, Migrant Education Specialist

Authorized by
The Migrant Education Secondary Assistance (MESA) Project
under a contract from the United States Department of Education,
Office of Migrant Education
to the Florida Department of Education
Federal Compensatory Education

BOCES Geneseo Migrant Center
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1989

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The information reported herein was prepared pursuant to a contract with the United States Department of Education. However, the opinions, conclusions, and recommendations expressed herein do not necessarily reflect the position or policy of the Department of Education, and no official endorsement by the Department of Education should be inferred.

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PREFACE

Migrant Education has historically served elementary students. However, in recent years a significant amount of effort and resources has gone into secondary education but baseline data have not been available as to the state of the art on the secondary level. The United States Department of Education, Office of Migrant Education contracted with the Florida Department of Education, Federal Compensatory Education to set up the Migrant Education Secondary Assistance (MESA) project to obtain such data.

This report examines the current practices in all the states (excluding Hawaii which does not have a migrant program), the District of Columbia and Puerto Rico. State plans from 1986-87 and 1987-88; state evaluation reports from 1986-87, if available; state performance reports from 1986-87; and other state and local sources such as brochures and correspondence and telephone conversations with state directors and other Migrant Education staff were used in the research and writing of this report. The proposal originally called for a review of the last four years of a state's data, however, the MESA Advisory Committee felt that it was sufficient to look at only the last two years.

The report compiles information on a state's migrant program organization, unique secondary programs, a summary of the state plans for the past two years, secondary components, secondary staff development, needs assessment, and demographic information.

While the High School Equivalency Programs (HEPs) are listed in the state profiles under the base site for each program, the HEP students are not included in the state performance reports so they are not included in the overall demographic percentage.

On the demographics page, if no figures are available for the total number of secondary students expected to be served in a state plan, the percentage of that compared with the performance report total will read as an error.

Regular terms are fairly uniform in length nationwide. Summer programs vary considerably in length from state to state and even within a state. The Performance Report data do not indicate lengths of summer term projects.

Many states have conducted unique and creative secondary programs. Hopefully, this report will serve as both baseline data and as a dissemination of ideas about secondary programs that can be replicated in other settings. This information can be used to provide better secondary programs nationwide.

According to contract specifications, the U.S. Department of Education has received copies of the complete state profiles which includes the state directors, state migrant program organization, unique programs, summaries and secondary components of 1986-87 and 1987-88 summer and regular terms, secondary staff development plans, needs assessment, demographic information, sources, and bibliography. An abridged version of this document includes the state directors, program organization, unique programs, summaries and secondary components.

The data have been entered on IBM Microsoft Works so that the information can be updated in the future.

Special thanks go out to each of the state directors and other Migrant Education personnel who provided MESA staff with information about unique secondary programs and their state's organization of its migrant program.

Special appreciation goes to Mr. Patrick Hogan, Education Program Specialist, USDE, Office of Migrant Education, for facilitating access to the documents analyzed. Also, thanks to Mr. Tom Ryan, Ryan Associates of Rockville, MD for gathering the information from the United States Department of Education, Office of Migrant Education.

This document is the culmination of months of labor of Ms. Anne Salerno, Migrant Education Specialist, who had the main responsibility for analyzing the data and compiling the report. In addition, thanks go to Mr. Tim Strang who provided technical assistance with the IBM Microsoft Works program. A very special thanks is given to Ms. Mary Beth Bimber for her diligence and patience in entering the data in the computer.

Robert Lynch
Director
BOCES Geneseo Migrant Center

MIGRANT EDUCATION SECONDARY ASSISTANCE (MESA)
STATE AND LOCAL ACTIVITY OVERVIEW

State: Alabama

Larry Minor, Director
Migrant Education Program
State Department of Education
State Office Building
Montgomery, AL 36130
(205) 261-5145

State: Alabama

Summary 1987-88:

Tutorial programs in math and reading are provided during the regular term. There is a Parent Advisory Council as well as parent and teacher consultation though they are not secondary specific. Inservice includes orientation of staff to the migrant program, needs assessment, recruiting, counseling, social work and home visits among other topics that were not secondary specific. There is a summer program.

Summary 1986-87:

General needs are addressed with basic educational areas, enrichment and vocational education cited. The summer program includes special education services but doesn't specify secondary students. There is no mention of needs assessment or secondary staff development. Tutorial or small group instruction are used for language instruction, mathematics, social studies and science. Students will receive on-the-job training and work experience for which they will be paid in their occupational programs. Auto repair, auto body work, electricity, welding, wood work, nutrition, clothing and ceramics are offered. Students will also explore careers by experiencing career days and field trips and learning about media services and community resources.

State: Alabama

SECONDARY COMPONENTS:

	1987/88 Regular	1987/88 Summer	1986/87 Regular	1986/87 Summer
Basic Skills	–	–	1	1
Tutoring/Content Areas	1	–	X	–
PASS	–	–	–	–
GED	–	–	–	–
Career/Voc Instruction	–	–	1	1
Dropout Retrieval	–	–	–	–
Summer Programs		X		X
ESL	–	–	–	1
Counseling	–	–	–	–
Work Study (Learn and Earn)	–	–	X	–
Enrichment	–	–	1	–
Parent Involvement/Training	1	–	–	–
Computer Training	–	–	–	–
Other				***

Comments: (Special Components, etc.)

The summer program provides special education services to those who need it. 1986-87: Summer program was at night.

1=> Not secondary specific
2=> No summer specifics
3=> Not specific

MIGRANT EDUCATION SECONDARY ASSISTANCE (MESA)
STATE AND LOCAL ACTIVITY OVERVIEW

State: Alaska

Ed Obie, Director
Migrant Education Program
State Department of Education
Alaska Office Building - Pouch F
Juneau, AK 99811
(907) 465-2824

Alaska's Migrant Education Program is organized into 38 migrant school districts.

Unique Programs

Project: Nome School District

Contact: Eileen Norbert
Box 131
Nome, AK 99762
(907) 443-2231

Description of Project:
The Migrant Program supplements an alternative high school program that serves junior and senior high at-risk students in a flexible hours schedule. Staff tutor students in their independent study coursework or in getting their G.E.D.

Project: Yupiit School District

Contact: Steve Levine
Box 100
Akiachak, AK 99551
(907) 825-4428

Description of Project:
During the summer, tutors go by boat to isolated fishing camp sites to tutor secondary students and provide them library books.

State: Alaska

Summary 1987-88:

Secondary tutorial services are provided to improve basic skills and assisting students in coursework in order to acquire credits successfully. Career guidance and vocational education (on-the-job training, cooperative ed., tutorial assistance/supervision for work experience) are listed but not specifically for secondary students. Advocacy/counseling services focus on dropout prevention, parent involvement. The needs assessment lists basic skills, support services, and programs to meet the social and career needs of secondary students. Health education is an instructional component that is not secondary specific. There is a one-year pilot program for P.A.S.S. that will operate with the help of Washington P.A.S.S. staff. Inservices for administration and instruction are provided with an emphasis placed on developing strategies for secondary students and local needs assessments. Parent involvement and training is also included.

Summary 1986-87:

Staff development will emphasize local needs assessment and strategies for secondary students. Secondary specifics for basic skills and counseling are not given though they are a statewide priority. Bilingual, ESL, career/voc. ed., counseling, remedial math and reading, health education are cited as objectives but not specifically in secondary. Secondary tutorial services are provided to improve basic skills and help students complete courses for credit accrual. Summer school programs offer educational and support services. Staff training includes cultural awareness, exemplary programs, computer-assisted instruction and identification/recruitment but secondary specifics are not provided. Parent Advisory Councils operate on the state and local levels.

State: Alaska

SECONDARY COMPONENTS:

	1987/88 Regular	1987/88 Summer	1986/87 Regular	1986/87 Summer
Basic Skills	X	_	1	_
Tutoring/Content Areas	X	_	X	_
PASS	X	X	X	X
GED	_	_	_	_
Career/Voc Instruction	_	_	X	_
Dropout Retrieval	_	_	_	_
Summer Programs		X		X
ESL	_	_	1	_
Counseling	X	_	1	_
Work Study (Learn and Earn)	_	_	_	_
Enrichment	_	_	_	_
Parent Involvement/Training	X	_	_	_
Computer Training	_	_	_	_
Other	***		***	

Comments: (Special Components, etc.)

*** Other components include: Dropout prevention, Health ed.

1=> Not secondary specific
2=> No summer specifics
3=> Not specific

MIGRANT EDUCATION SECONDARY ASSISTANCE (MESA)
STATE AND LOCAL ACTIVITY OVERVIEW

State: Arizona

Dr. J.O. Maynes, Jr., Director
Migrant Child Education Unit
Arizona Department of Education
1535 West Jefferson Street
Phoenix, AZ 85007
(602) 542-5138

Arizona's Migrant Education Program has 47 school districts with active projects. 17 of those districts serve secondary students.

Unique Programs

Project: La Familia

Contact: Sylvia Long, Migrant Program Specialist
Phoenix Union High School District
Metro Tech
Vocational Institute of Phoenix
1900 West Thomas Road
Phoenix, AZ 85015
(602) 271-3277

Description of Project:
This summer program takes place in the Phoenix school district and provides P.A.S.S. instruction to secondary students. Their parents are connected with Adult Basic Education programs that offer English as a Second Language, G.E.D., citizenship, and amnesty classes and information.

Project: Mentoring Program

Contact: Mina García, Migrant Child Education Coordinator
Tolleson High School
Tolleson, AZ 85353
(602) 936-1276

Description of Project:
This mentoring program is designed to help young migrant women in the Tolleson Union High School achieve academic success, reach goals, graduate and/or go on to post-secondary education. Career-oriented women from the high school and community serve as positive role models who give special attention to the students in after-school activities and encourage them academically.

State: Arizona

Project: Strategies for Secondary Migrant Students

Contact: Anne K. Stadler
Yuma Union High School District #70
3150 Avenue A
Yuma, AZ 85364
(602) 344-3905

Description of Project:

This project is recognized by the Secretary's Initiative in 1989 for its outstanding accomplishments in parent involvement and a higher than average graduation rate for migrant students. There are four feeder school programs in this school district. The project aims to keep students in school and to aid them in credit accrual. One strategy employed is to have a dropout advisor search out the students who have not returned to school after returning from work in California. The advisor enrolls students in P.A.S.S., extended day classes or tutoring, and offers bilingual counseling to them and their parents. There is a seven-week summer program. A Goals for Youth program provided goal setting skills to students in grades 6-11 and their parents. Other training sessions and on-campus high school visitations are also provided for parents.

State: Arizona

Summary 1987-88:

Evening classes for secondary students, P.A.S.S., comprehensive counseling in at least three high school migrant projects, and Earn and Learn have been established. There is also mention of secondary tutorial in regular and summer terms and G.E.D/HEP in regular term. Inservice includes Summer Institute, a reading conference, Arizona Migrant Statewide Services project which are not secondary specific. Health services are provided. A mentoring program for high school girls has been established in the Tolleson district to encourage educational and career options. Dropout Reconnection and "La Familia" are offered in Phoenix Union district. Goals for Youth, home-school liaisons, and a P.A.S.S. teacher are reaching out to dropouts and potential ones in the MESA district. Yuma Union district provides Goals for Youth, migrant counselors and a dropout advisor, an extended day program, and P.A.S.S.

State: Arizona

Summary 1986-87:

Supplemental tutoring in content areas, evening classes, P.A.S.S., computer training, guidance, counseling, Learn and Earn, and summer programs are provided. Basic skills and support services are mentioned on the needs assessment but are not secondary specific. Health, nutrition, and transportation services were provided but are not specifically mentioned for secondary students. During both regular and summer terms, Arizona identified migrant students who have handicapping conditions. Inservices were provided as following: Arizona Migrant Child Education Laboratory, Reading Conference, Summer Institute, and Migrant Leadership Conference. There were statewide services workshops on MSRTS; identification/recruitment; reading, math, oral language, and classroom management. There is also an Interstate Migrant Teacher Exchange. Instructional and support personnel who provide health, nutrition and education services were given training activities and staff development. The State Section 143 projects included Merlin, Teach, C.A.R.E., Happier and others. Parents were involved in planning, operating, and evaluating the project and program. Parent Advisory Councils participate on state and local levels.

State: Arizona

SECONDARY COMPONENTS:

	1987/88 Regular	1987/88 Summer	1986/87 Regular	1986/87 Summer
Basic Skills	X	X	X	X
Tutoring/Content Areas	X	X	X	X
PASS	X	X	X	X
GED	X	–	X	–
Career/Voc Instruction	–	–	–	–
Dropout Retrieval	X	X	X	X
Summer Programs		X		X
ESL	X	X	X	X
Counseling	X	–	X	–
Work Study (Learn and Earn)	X	–	X	–
Enrichment	–	X	–	X
Parent Involvement/Training	X	–	X	–
Computer Training	–	–	–	–
Other				

Comments: (Special Components, etc.)

Evening classes both regular terms, La Familia both summer terms, and Summer Leadership Conference in 1988.

1=> Not secondary specific
2=> No summer specifics
3=> Not specific

MIGRANT EDUCATION SECONDARY ASSISTANCE (MESA)
STATE AND LOCAL ACTIVITY OVERVIEW

State: Arkansas

George Doty
State Director of Migrant Education
State Department of Education
Arch Ford Education Building
Little Rock, AR 72201
(501) 682-4570

Region 1 Service Center

Norris Fox, Director
Rt. 3 Box 33
Bald Knob, AR 72010
(501) 724-3361

Region 2 Service Center

Doyle Baker, Director
Prairie Grove School Dist
PO Drawer 248
Prairie Grove, AR 72753
(501) 846-2171

Unique Program

Project: Hope Migrant Center

Contact: Doyle Baker, Director
Region 2 Service Center
Prairie Grove School District
PO Box Drawer 248
Prairie Grove, AR 72753
(501) 846-2171

Description of Project:

The Hope Migrant Center provides educational, recreational, and minimal health services, and notification of employment locally and in the destination states to migrant families that pass through the state. Students receive age-grade level coordinated education materials for use in their destination states, pamphlets about schools and services there, and they are identified and recruited. State directors in receiving states are notified of the students' intended communities so that recruitment can be done. Students also may participate in Arkansas' Independent Study and Credit Exchange, which is its name for P.A.S.S.

State: Arkansas

Summary 1987-88:

Tutorial programs are mentioned though not secondary specific. Basic skills, vocational education/training and enrichment are specified for secondary students. Improvement in math/reading skills is an objective but not specifically for secondary. The Independent Study and Credit Exchange Program was available. This is Arkansas' name for its P.A.S.S. program. Parental involvement is supported as well as increasing membership on the Parent Advisory Council. All teachers and aides of migrant students will receive instructional inservice and program operation inservice. Students will receive health services. Clothing and school supplies will be provided if there are available funds.

State: Arkansas

Summary 1986-87:

The needs assessment indicated math and reading remediation, vocational orientation/training, enrichment, and support services for health and social needs. Students in grade 9 received math and reading instruction in a tutorial program. Basic skills are provided for grades 9-12. Enrichment was provided in career awareness and vocational education. The vocational training followed an individualized curriculum and had flexible scheduling. Migrant tutors and nurses helped develop students' positive self-concept. The Independent Study and Credit Exchange Program was available. This is Arkansas' name for its P.A.S.S. program. The Hope Education Center provided instructional and informational packets as well as health services. An education specialist, tutorial aide and a part-time helper provide math, language arts, and reading and usage of bilingual materials. Bilingual teachers and/or aides were available to instruct in the student's dominant language. Miniphysicals were conducted by migrant staff nurses. Health, dental, nutritional services, clothing, personal and school supplies were provided. All staff received inservice training in MSRTS reading and math skills use and transmittal. Other workshops included records, recruitment, learning strategy, ICRT-MMICRO testing and evaluation. Parents were involved with planning, operating, and evaluating the program while on Parent Advisory Councils.

State: Arkansas

SECONDARY COMPONENTS:

	1987/88 Regular	1987/88 Summer	1986/87 Regular	1986/87 Summer
Basic Skills	X	–	X	–
Tutoring/Content Areas	X	–	1	–
PASS	X	X	X	X
GED	–	–	–	–
Career/Voc Instruction	X	–	X	–
Dropout Retrieval	–	–	–	–
Summer Programs		X		X
ESL	–	–	1	–
Counseling	–	–	–	–
Work Study (Learn and Earn)	–	–	–	–
Enrichment	X	–	–	–
Parent Involvement/Training	1	–	X	–
Computer Training	–	–	–	–
Other				

Comments: (Special Components, etc.)

1=> Not secondary specific
2=> No summer specifics
3=> Not specific

MIGRANT EDUCATION SECONDARY ASSISTANCE (MESA)
STATE AND LOCAL ACTIVITY OVERVIEW

State: California

Dr. John R. Schaeffer, Manager
Office of Migrant Education
State Department of Education
PO Box 944272
Sacramento, CA 94244-2720
(916) 324-1556

Region I

Mario R. Solis, Jr.,
Director
100 Skyport Drive
Mail Code 233
San Jose, CA 95115
(408) 947-6770

Region II

Ernesto Ruiz
Director
Butte County, Migrant Education
2120 Robinson Street
Oroville, CA 95965-4937
(916) 538-7874

Region III

Fred Montoya, Director
Office of Merced Cty
632 W. 13th Street
Merced, CA 95340
(209) 385-8354

Region IV

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Fresno County
487 West Shaw Avenue
Suite A-1
Fresno, CA 93704
(209) 225-6612

Region V

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Kern County
5801 Sundale Avenue
Bakersfield, CA 93309
(805) 398-3779

Region VI

Gloria Vasquez, Dir
Imperial County
1398 Sperber Road
El Centro, CA 92243
(619) 339-6451

Region VII

Dr. Charles Lawrence
Director
Riverside County
Department of Educ
47336 Oasis Street
Indio, CA 92201
(619) 342-3363

Region VIII

Rudy Hernandez, Director
Tulare County
7000 Doe Avenue
Suite B
Visalia, CA 93291
(209) 651-3035

State: California

Region IX

Sonia Duffoo, Director
San Diego Cty Office
of Education
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Region X

Juan Almada, Director
Los Angeles County
9300 East Imperial Hwy
Room 246
Downey, CA 90242
(213) 922-6164

Region XI

Paul Nava, Program Manager
Pajaro Valley Unified Sch Dist
440b Arthur Road
Watsonville, CA 95076
(408) 728-6213

Region XII

Elementary School District
See Region XVII for Secondary
Services

Region XIII

Georgina Melendez-Sandoval,
Director
San Jose Unified Sch Dist
1671 Park Avenue, Room 32
San Jose, CA 95126
(408) 998-6360

Region XIV

Ramón Cardenas, Prog Mgr
Delano Joint Union High
Sch Dist
1331 Cecil Avenue
Delano, CA 93215
(805) 725-3420

Region XV

Lilia Dickson, Director
Elementary School Dist
See Region X for Secondary
Services

Region XVI

Nancy Leon, Director
Migrant Education
Monterey County Office of
Education
PO Box 80851, 901 Blanco Cir
Salinas, CA 93912-0851
(408) 755-6402

Region XVII

Joe I. Mendoza, Regional Coord
Ventura Cty Superintendent of
Schools Office
535 East Main Street
Ventura, CA 93009
(805) 652-7324

Region XVIII

Alfredo Villegas, Director
Santa Barbara County
1515 E. Chestnut Street
Lompoc, CA 93436
(805) 735-2728

State: California

Unique Programs

Project: College Assistance Migrant Program

Contact: Marcos Sanchez
Director of CAMP
California State University at Sacramento
6000 J Street
Sacramento, CA 95819
(916) 278-7241

Description of Project:
CAMP provides migrants or seasonal farmworkers or children of the same with a stipend that supplements other financial assistance during the freshman year of college. CAMP also makes connections with other financial aid programs in order for students to continue their college careers. The program provides recruitment, assistance with filling out forms and registering, orientation, career planning and exploration, individual and group counseling, advisement, tutoring, and basic study skills. The California CAMP is the largest one nationwide and is currently serving 80 students.

Project: Experience Based Career Education (EBCE)

Contact: Betty Woody, Resource Specialist
South Mission and Stage Coach Ln
PO Box 368
Fallbrook High School
Fallbrook, CA
(619) 728-1161, Ext 52

Description of Project:
There is an academic program based on an individual's needs assessment, a career education component, and a work experience component that relates to classwork.

State: California

Project: High School Equivalency Program

Contact: Perfecto Munoz, HEP Director
San Joaquin Delta College
5151 Pacific Avenue
Stockton, CA 95207
(209) 474-5334/3

Description of Project:
This HEP is a commuter program that serves three hundred students a year. The program is located on a community college campus and offers classes for G.E.D. preparation five days a week during the eighteen week semesters. HEP provides students with a stipend and books. Child care services are available. Students are referred to training centers and all Delta College programs. The majority of students complete HEP and go on to community college for academic or vocational training. There are also evening classes held at migrant camps in French Camp and at the New Hope Elementary School in Thornton during spring until October when migrants leave the area.

Project: La Familia

Contact: Adriana Simmons
510 College Street
Woodland, CA 95695
(916) 666-1977

Description of Project:
La Familia coordinates efforts to serve migrant families through identifying educational and social service needs. Migrant parents may receive basic skills, citizenship and ESL classes through adult education programs and community colleges.

Project: MENTE/Yo Puedo

Contact: Rudy Hernandez, Director
700 Doe Avenue
Suite B
Visalia, CA 93291
(209) 651-3035

Description of Project:
Students participate in one of three university's residential programs in order to improve their motivation and achievement.

State: California

Project: Migrant Student Youth Leadership Conference

Contact: Ray Isola, Coordinator
PO Box 80851, 901 Blanco Circle
Salinas, CA 93912-0851
(408) 755-6402

Description of Project:
The conference provides intensive training for 120 youth at a California university or college campus in public speaking, leadership training, writing, educational and career planning, and networking. The conference also encourages students to enroll in academic/college bound tracks and to go on to the post-secondary level.

Project: Mini-Corps

Contact: Jesse Camacho, Director
California Mini-Corps
510 Bercut Drive, Suite Q
Sacramento, CA 95814
(916) 446-4603

Description of Project:
Mini-Corps college students, who are former migrants enrolled in teacher education programs, are trained to serve elementary and secondary migrant students. During the regular school year, participants work in the classroom under the guidance of a master teacher. The summer program includes Indoor Program Mini-Corps which provides direct services in the classroom. The summer Medi-Corps Program focuses on health-related instruction. The Outdoor Education Program which also operates during the summer provides an interdisciplinary approach to science, math, reading, oral language, leadership, and social skills.

Project: SCORE

Contact: Sharon Johnson
Orange County Department of Education
PO Box 9050
Costa Mesa, CA 92628
(714) 966-4000

Description of Project:
The program is intended to promote college enrollment among minority students.

State: California

Summary 1987-88:

There is an annual statewide parent training conference for about 500 people. Parent training on the local level is required by State Migrant Education Law AB 1382. California has many special components such as Secondary Services Advisors, Work-study Dropout Prevention Program, Mini-Corps, Project SCORE, Outdoor Education, Yo Puedo, Experience Based Career Education, HEP, 4H and Future Farmers of America, La Familia, MENTE, and Migrant Student Youth Leadership Conferences. There was an ESL camp for junior high students. They also emphasize strategies that will encourage university/college preparation. California provides ESL/bilingual instruction, basic skills, vocational instruction, counseling and career education, tutorial services, cultural awareness, P.A.S.S., nutrition education, health, medical, dental screenings and follow-up emergency medical care, nutrition, counseling and social services. Identification and recruitment are handled through the 18 regional service centers of the migrant program. Migrant summer schools emphasize ESL instruction and basic skill maintenance. The instructional methods used in order of frequency are independent study, individual instruction, small-group instruction and large-group instruction. 17 of 18 regions had summer schools that ran from 20 to 70 days.

Summary 1986-87:

The program was the same as in 1987-88.

State: California

SECONDARY COMPONENTS:

	1987/88 Regular	1987/88 Summer	1986/87 Regular	1986/87 Summer
Basic Skills	X	X	X	X
Tutoring/Content Areas	X	X	X	X
PASS	X	X	X	X
GED	–	–	–	–
Career/Voc Instruction	X	X	X	X
Dropout Retrieval	X	X	–	–
Summer Programs		X		X
ESL	X	X	X	X
Counseling	X	X	X	X
Work Study (Learn and Earn)	X	X	X	X
Enrichment	X	X	X	X
Parent Involvement/Training	X	X	X	X
Computer Training	X	X	X	X
Other	***		***	

Comments: (Special Components, etc.)

*** Other components include: HEP, after-school/weekend classes, health education, Project SCORE, Mini-Corps, Outdoor Education, 4H and Future Farmers of America, and La Familia.

1=> Not secondary specific
2=> No summer specifics
3=> Not specific

MIGRANT EDUCATION SECONDARY ASSISTANCE (MESA)
STATE AND LOCAL ACTIVITY OVERVIEW

State: Colorado

Ernest Maestas, Supervisor
Migrant Education Program
Colorado Department of Education
201 East Colfax, Room 401
Denver, CO 80203
(303) 866-6758

Colorado's Migrant Education Program operates through 9 Board of Cooperative Education Services (BOCES) and 6 migrant school districts.

Unique Programs

Project: High School Equivalency Program

Contact: Arthur Campa
University of Colorado/Regents
Bueno Center, School of Education
Campus Box 249
Boulder, CO 80309
(303) 492-5416

Description of Project:

The Colorado HEP operates a commuter program with four satellites in Alamosa, Brighton, La Junta, and Lamar. Three of the four are located on college campuses. Besides G.E.D. preparation, students are offered a pre-collegiate component, a vocational orientation component, group and individual counseling, career planning, and placement services. The program has an open-entry/open-exit policy from September through July and will serve 240 students. Participants receive stipends and some money for mileage.

State: Colorado

Project: High School Equivalency Program

Contact: Frank A. Anderson
Institutional Development and Economic
Affairs Services, Inc.
Nederland, CO 80466
(303) 443-8789

Description of Project:
This HEP serves migrants, seasonal farmworkers, or their dependents in commuter programs that operate out of Woodburn and Nyssa, Oregon. The Woodburn HEP serves four counties while the one in Nyssa serves two. 130 students annually receive pre-G.E.D. basic skills attainment, G.E.D. preparation, and/or assistance in making the transition to the College Assistance Migrant Program, employment, or other vocational/educational training. Instruction is provided in English and Spanish. Spanish instruction is used in the content areas and ESL. Some staff members are Russian interpreters as 55% of the students are Russian. This program is open-entry/open-exit, provides stipends, computer-assisted instruction, and health services through local clinics. Each student has an Individualized Educational Plan from which staff can follow daily progress. A unique component of this HEP is the extensive use of Foxfire methodology for developing writing skills and career readiness. Students use desktop publishing to produce their annual magazine. Another important feature of this program is that students are taught decisional counseling.

Project: San Luis Valley BOCES

Contact: Richard Duarte, Director
Sandee Hay, Master Teacher and Coordinator of
Curriculum
PO Box 1198
Alamosa, CO 81101

Description of Project:
This program also has a summer program four nights a week that offers P.A.S.S. Staff work with students' home district to match up curriculum needs.

Project: Weld BOCES Migrant Program

Contact: Margaret Sarkis
PO Box 578
LaSalle, CO 80645
(303) 284-6975

Description of Project:
This is a year-round program that stresses parent involvement and has the largest impact on Colorado migrant students. Staff work closely with Texas, during the summer, to coordinate classes that the Texas students will need. Students take P.A.S.S. classes four nights a week in the summer program.

State: Colorado

Summary 1987-88:

Needs assessment indicates better career/occupational program planning needs to be done. Basic skills are needed in both dominant and second languages. Medical and dental services are needed also. Math, reading and communication skills are emphasized but not specifically for secondary students. Students will be instructed in their dominant language and their abilities will be assessed with language dominance materials. Summer term includes vocational training; career education; enrichment through art, music, field trips, physical ed. classes, credit exchange/accrual; and day or night classes to fulfill graduation requirements. Counselors will help settled-out secondary students get the credits they need to graduate. There are inservices provided to migrant staff but no specifics are given.

State: Colorado

Summary 1986-87:

The needs assessment indicates improvement in communication skills in both the dominant and second language. There is also a need for better program planning in career and occupational alternatives. Basic skills in reading, math and communication, ESL instruction and instruction in the dominant language, P.A.S.S., enrichment, physical education, science, and social studies were provided. Vocational activities were provided along with on-the-job work experiences. A secondary credit exchange and accrual program was provided. During the summer, English, math, science, social studies, ESL, tutoring, art, music, physical education and health classes were provided. Vocational skills, career awareness, expectations for success, creative expression, and cultural awareness are also listed but not specifically for secondary students. During both terms, medical, dental, clothing and other support services were provided. Staff received interstate curriculum information, P.A.S.S. curriculum information, and migrant secondary program information. Parent involvement was encouraged through program planning, operations, evaluations, a conference, and a Parent Training Institute.

State: Colorado

SECONDARY COMPONENTS:

	1987/88 Regular	1987/88 Summer	1986/87 Regular	1986/87 Summer
Basic Skills	X	X	_	_
Tutoring/Content Areas	_	_	_	_
PASS	X	X	X	X
GED	_	_	_	_
Career/Voc Instruction	X	X	X	_
Dropout Retrieval	_	_	_	_
Summer Programs		X		X
ESL	1	_	_	_
Counseling	X	_	_	_
Work Study (Learn and Earn)	_	_	_	_
Enrichment	_	X	_	_
Parent Involvement/Training	_	_	_	_
Computer Training	_	_	_	_

Other

Comments: (Special Components, etc.)

Day/Night programs, both terms 1987-88. Credit exchange/Credit accrual summer 88, reg. 86-87. Bilingual ed. is listed but not secondary specific. Phys. ed. summer 88.

1=> Not secondary specific
2=> No summer specifics
3=> Not specific

MIGRANT EDUCATION SECONDARY ASSISTANCE (MESA)
STATE AND LOCAL ACTIVITY OVERVIEW

State: Connecticut

Carol Gilchrist
Connecticut State Department of Education
25 Industrial Park Road
Middletown, CT 06457
(203) 638-4225

Coordinator (To be named)
Bridgeport Migrant Prog
389 Kossuth Street Rm 209
Bridgeport, CT 06608
(203) 576-8240

Mary Lowery, Coord
Migrant Program
414 Chapel Street
New Haven, CT 06510
(203) 787-8981

Marlene Fleming, Coord
Migrant Program-Bd of Ed
27 Shaker Road
Enfield, CT 06082
(203) 741-3551

Diane Klotz, Coord
Migrant Program-Bd of Ed
134 Williams Street
New London, CT 06320
(203) 447-1435

Dr. Carl Mandell, Coord
Migrant Program
Barnard Brown School
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Hartford, CT 06103
(203) 722-8919

Dorothea Cook, Coord
Migrant Prog-Bd of Ed
Wilson School
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Waterbury, CT 06704
(203) 753-2486

Roy Gooding, Coord
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22 Liberty Street
Meriden, CT 06450
(203) 630-4192

Joan Goba, Coord
Migrant Program-Bd of Ed
322 Prospect Street
Willimantic, CT 06226
(203) 456-3248

Maria Vasquez, Coord
Migrant Program-Bd of Ed
One Liberty Square
New Britain, CT 06051
(203) 827-2283

State: Connecticut

Summary 1987-88:

37% of migrant children in the state are on the secondary level. Basic skills through tutorial services are emphasized. Counseling and referrals for educational, employment, and training opportunities are cited for secondary students. Parent involvement is included in advisory councils locally and at the state level. Inservice training in dropout prevention and retrieval, counseling, needs assessment development and career education materials were provided. Ethnic arts will be a part of a student's instruction, though this is not clarified as to secondary level.

Summary 1986-87:

Basic skills through the migrant tutorial program are emphasized. Counseling was provided. Ethnic arts are part of instruction though not specifically secondary. Vocational/employment training is directed to the secondary student with Migrant Vocational Resource specialists assisting liaisons between students and resources. Inservices in dropout retrieval and prevention, counseling, career education materials, and needs assessment development were done. A needs assessment indicates basic skills, health services and social services, interpreters for non-English speakers at social service agencies and parental involvement are needed. Medical and dental services are provided.

State: Connecticut

SECONDARY COMPONENTS:

	1987/88 Regular	1987/88 Summer	1986/87 Regular	1986/87 Summer
Basic Skills	X	_	X	_
Tutoring/Content Areas	X	_	X	_
PASS	_	_	_	_
GED	_	_	_	_
Career/Voc Instruction	X	_	X	X
Dropout Retrieval	_	_	_	_
Summer Programs		_		X
ESL	_	_	_	_
Counseling	X	_	X	_
Work Study (Learn and Earn)	_	_	_	_
Enrichment	X	_	X	_
Parent Involvement/Training	X	_	_	_
Computer Training	_	_	_	_
Other				

Comments: (Special Components, etc.)

ESL mentioned but not secondary specific. Enrichment includes Ethnic Arts.

strategies.

1=> Not secondary specific
2=> No summer specifics
3=> Not specific

MIGRANT EDUCATION SECONDARY ASSISTANCE (MESA)
STATE AND LOCAL ACTIVITY OVERVIEW

State: Delaware

José "Frank" Soriano
State Specialist, ECIA I, Migrant Education
Townsend Building
PO Box 1402
Dover, DE 19901
(302) 736-4667

Delaware's Migrant Education Program is organized into 17 migrant school districts.

Unique Program

Project: Adolescent Program

Contact: José "Frank" Soriano
Townsend Building
PO Box 1402
Dover, DE 19901
(302) 736-4667

Description of Project:
Students work on credit accrual in courses which are determined by the sending state. The courses are usually in the evenings, but are also offered at other times, to accommodate their work schedules.

State: Delaware

Summary 1987-88:

In the spring students are given the Comprehensive Test of Basic Skills (CTBS) to determine their placement. Teacher input and other assessment information are also used. Interstate students who missed the CTBS are placed by MSRTS assessment information, teacher referrals, and/or pre-tests given by the receiving school. Intrastate students are placed according to a home-school teacher's recommendation and a diagnostic or pre-test. Students show continual growth in basic skills during regular term but lag six months behind in relation to their grade level peers. Students in the summer program receive the Stanford Diagnostic Test in reading and math, pre- and post-test levels. They show a maintenance of grade level. Delaware's objectives for 13-17 year old migrant youth include giving students career awareness and job-seeking skills and increasing ESL and reading skills; 17-21 year old migrant dropouts will receive assistance in receiving a high school diploma, or G.E.D., by being enrolled in Adult Basic Education or the Migrant High School Equivalency Program. Food, clothing, medical and dental services will be provided as necessary. Parents are encouraged to be involved with their children's education through attending and/or participating in various meetings, conferences, educational programs and the state and local parent advisory committees. On-the-job training for JTPA participants will continue during the summer program. Adult Basic Education services will be continued during the summer. Volunteers will be involved in tutoring and other supportive activities.

State: Delaware

Summary 1986-87:

The needs priorities focus on compensating for frequent school interruptions and lack of educational continuity as well as meeting health and nutritional needs that interfere with learning. Instructional services for 13-17 year olds include ESL, reading, career awareness, job-seeking skills, and vocational skill training. Medical, dental, nutritional and psychological services are provided. There is an expanded program that serves teenagers in flexible hours when they are not working so they can receive remedial instruction in math, reading, and communications. 17-21 year old migrant youth are assisted in getting their high school diploma, or G.E.D., in Adult Basic Education or the Migrant High School Equivalency Program. Home-school coordination will help improve program effectiveness and involve parents in their children's education. Efforts to coordinate school communications, the community and its agencies so that resources are made available for the students' benefit. Interstate and intrastate communications will be a component of each program to ensure sequence and continuity in education. Preservice and inservice workshops are given to staff to upgrade teaching skills and increase self-awareness of biases or prejudices.

State: Delaware

SECONDARY COMPONENTS:

	1987/88 Regular	1987/88 Summer	1986/87 Regular	1986/87 Summer
Basic Skills	X	X	X	X
Tutoring/Content Areas	-	-	-	-
PASS	-	-	-	-
GED	X	-	X	-
Career/Voc Instruction	X	-	X	-
Dropout Retrieval	X	-	X	-
Summer Programs		X		X
ESL	X	-	X	-
Counseling	-	-	-	-
Work Study (Learn and Earn)	-	-	-	-
Enrichment	-	-	-	-
Parent Involvement/Training	X	-	X	-
Computer Training	-	-	-	-
Other				

Comments: (Special Components, etc.)

Summer program includes JTPA job placement.

1=> Not secondary specific
2=> No summer specifics
3=> Not specific

MIGRANT EDUCATION SECONDARY ASSISTANCE (MESA)
STATE AND LOCAL ACTIVITY OVERVIEW

State: District of Columbia

Frances Henry, Director
Department for Grants Administration
415 12th Street, N.W., Suite 1004
Washington, DC 20004
(202) 724-4235

The District of Columbia's Migrant Education Program is served through the director's office.

State: District of Columbia

Summary 1987-88:

The parents' needs assessment survey indicated an expansion of tutorial services, having parents attend conferences, providing computer training for parents, and teacher-aide training as the top four priorities. Teachers and counselors listed tutoring in reading, math, language, study skills, cultural enrichment, and health services as their main priorities on the needs assessment. The Migrant Education Program follows the D.C. Board of Education's priorities in instruction/curriculum which include writing, science, and math; and also in personal and social issues which include self-image and citizenship. Guidance, counseling, and student attendance are educational services that are priorities of both the Board and the Migrant Education Program. Recruitment strategies were also a priority. ESL, Special Education, and the Chapter 1 Tutoring Program were offered during the school year. The SEA and LEA will design a mathematics tutorial in accordance with the Secondary Student Progress Plan. The SEA will identify a study skills in the content areas curriculum and use it in the LEA sites to train staff and implement it in the classroom. There was a pilot writing program for grade 9 that reinforces language arts. The SEA will develop reading instruction and the LEA will provide reading instruction using science materials and activities. Individualized tutoring and counseling were provided. Career/vocational instruction was also included. Information on health services and nutrition were provided to parents along with information on social services agencies and community services. Workshops, conferences, and training activities will be provided

to tutors and instructional personnel. Recruiters receive training to reinforce their skills. The Parent Advisory Council has been active with identification and recruitment. Migrant family participants contributed to the program's newsletter which will be issued in the Fall of 1988. Parent involvement is emphasized through consultations, workshops and meetings. Interstate coordination includes MSRTS record updates, and attendance at the Eastern Stream and National Migrant Education Conferences.

Summary 1986-87:

Teachers and counselors ranked tutoring in reading, math, language, study skills, and cultural enrichment as the top priorities on the needs assessments. Recruitment strategies were a priority. A part-time bilingual recruiter assisted during the regular school year. ESL, Special Education, Chapter 1 Tutoring Program and the Gifted and Talented Program and guidance and counseling were offered. Career/vocational instruction was provided. Some upper grade migrant students will be identified to tutor younger migrant children and they will be paid a stipend. Participation in intrastate/interstate services was continued through MSRTS, Eastern Stream and National Migrant Education Conferences. Parents received information on health, nutritional, and support services that were available in the city. Efforts have been made to coordinate local manpower and job training programs for individual students and their parents. Parents are involved with the Parent Advisory Council by participation in planning, implementing, and evaluating the migrant program.

State: Dist. of Columbia

SECONDARY COMPONENTS:

	1987/88 Regular	1987/88 Summer	1986/87 Regular	1986/87 Summer
Basic Skills	X	-	X	-
Tutoring/Content Areas	X	-	X	-
PASS	-	-	-	-
GED	-	-	-	-
Career/Voc Instruction	X	-	X	-
Dropout Retrieval	-	-	-	-
Summer Programs		-		-
ESL	X	-	X	-
Counseling	X	-	X	-
Work Study (Learn and Earn)	-	-	-	-
Enrichment	X	-	X	-
Parent Involvement/Training	X	-	X	-
Computer Training				
Other	***		***	

Comments: (Special Components, etc.)

*** Study skills. 1986-87: Math tutorial cited. Pilot writing instruction program for grade 9. Reading and study skills in content area are listed but not secondary specific.

1=> Not secondary specific
2=> No summer specifics
3=> Not specific

MIGRANT EDUCATION SECONDARY ASSISTANCE (MESA)
STATE AND LOCAL ACTIVITY OVERVIEW

State: Florida

Louis T. Marsh, Administrator
Federal Compensatory Education
State Department of Education
652 Florida Education Center
Tallahassee, FL 32399-0400
(904) 487-3520

Migrant Program Support

Retha Nero, Supervisor
Federal Compensatory Education
State Department of Education
652 Florida Education Center
Tallahassee, Florida 32399-0400
(904) 487-3504

Area 1

Philip Rountree
Regional Program Administrator
411 W. Boulevard
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Area II

Melissa E. Rider
Reg'l Prog Admin
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Area III

Marjorie Murray, Regional
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5200 Diplomat Circle
Orlando, FL 32810-5673
(305) 629-1144

Area IV

Claud Leiby, Regional
Prog Admin
3135 N. Washington Blvd
Sarasota, FL 33580-6299
(813) 355-8854

Area V

To Be Announced, Regional
Program Administrator
2880 W. Oakland Park Blvd
Oakland Park, FL 33311
(305) 735-3700

State: Florida

Unique Programs

Project: High School Equivalency Program

Contact: Dr. John S. Platt
University of South Florida
College of Education
Department of Special Education
Tampa, FL 33620-8350
(813) 974-3410

Description of Project:
The Tampa HEP is a residential program that has three ten-week cycles annually to prepare seventy-five students for their GED. Students are provided with room and board on campus and stipends for living expenses. Because the program is university-based, there is access to Master's and Ph.D. candidates who provide group and individual counseling. Special education majors also tutor students one-to-one or in small groups. The program also has access to a vocational evaluation lab at the university.

Project: Migrant At-Risk Identification and Tracking System (M.A.R.I.T.S.)

Contact: To Be Announced
Management and Evaluation Services
Bureau of Compensatory Education
652 Florida Education Center
Tallahassee, Florida 32399-0400

Description of Project:
M.A.R.I.T.S. is a computerized system of identifying and tracking secondary migrant students in greatest risk of dropping out of school. Characteristics of potential dropouts are computer matched against a data base of all secondary migrant students in the state. This data base is supplied by MSRTS and updated periodically. A "Dropout Index" score is generated for each student. Students with highest scores are identified and tracked to districts. Identification by this method results in automatic eligibility for program services.

State: Florida

Project: Migrant Education Summer Institute

Contact: Louis T. Marsh
Federal Compensatory Education
State Department of Education
652 Florida Education Center
Tallahassee, FL 32399-0400
(904) 487-3520

Description of Project:
Summer Institute provides secondary migrant students the opportunity to attend a six-week residential summer program held on two campuses. Students and dropouts may earn up to 1 1/2 credits for graduation. Group counseling, tutorial sessions, individualized instruction, educational field trips, guest speakers, and Student Congress participation are elements of the program.

Project: Pennsylvania-Florida Partnership Project

Contacts: Retha Nero
Federal Compensatory Education
State Department of Education
652 Florida Education Center
Tallahassee, FL 32399-0400
(904) 487-3504

Jim Finn
CSIU #16
PO Box 213
Lewisburg, PA 17837
(717) 523-1155

Jean di Sabatino
Migrant Education
State Department of Education
333 Market Street, 5th Floor
Harrisburg, PA 17108-0333
(717) 783-6466

Description of Project:
This interstate pilot project occurred during the summer of 1988 and was designed to have Florida migrant education staff train the Pennsylvania staff in the basics of Florida's school code, competency test, and regulations. They also tried to predict which Florida students would return to Pennsylvania based on student profiles. An important focus of this project was to maximize credit for partial work in both states. Staff were taught how to use the inquiry system of the MSRTS data. Florida staff talked to Pennsylvania principals, migrant counselors, and non-migrant counselors about Florida secondary courses and how to make corresponding placements. The outcome was that many more secondary students were placed correctly and received necessary credits.

State: Florida

Project: Redlands Christian Migrant Association

Contact: Wendell N. Rollason, Executive Director
219 N. First Street
Immokalee, FL 33934
(813) 657-3362

Description of Project:
An organization that is not part of the Migrant Education program but that works closely with it is the Redlands Christian Migrant Association. This organization provides pre-school education, early intervention, dropout prevention, and parent involvement in their children's education. There are 35 child centers and programs that are based in 13 Florida counties.

Project: STAY (Strive to Achieve Yearly)

Contact: Anne Barry, Advisor
Immokalee High School
701 Immokalee Drive
Immokalee, FL
(813) 657-3671

Description of Project:
STAY-Sr. is a dropout prevention program that offers 9th-12th grade target migrant students part-time employment in non-profit community agencies. There are also home-school interactions, counseling, tutoring, and dropout tracking. STAY-Jr. provides tutoring by successful migrant high school students to at-risk migrants in grades three through eight. These students also participate in a recreation program conducted by Redland Christian Migrant Association employees and STAY target students.

State: Florida

Summary 1987-88:

Basic skills, tutoring in content areas, dropout retrieval, ESL, counseling, parent involvement and training, computer training, and P.A.S.S. were available in the regular term of 1987-88. Summer of 1988 included services in basic skills, tutoring in content areas, P.A.S.S., dropout retrieval, ESL, enrichment, and parent involvement and training. No specifics were given for secondary components, staff development, or needs assessment except that P.A.S.S. was available. Florida will plan for early identification of potential dropouts by grade 3. Dropout prevention components must have flexible schedules and services provided outside the regular school day, parental involvement, consultation with agencies in the community, government and those that are non-profit.

Summary 1986-87:

The dropout prevention component includes an Add-on Tutorial program for secondary students. Basic skills in math and language arts including ESL are emphasized. Parent involvement in dropout prevention is noted as a significant factor. Computer training was also provided. There are counseling/tutorial services available for potential dropouts. Summer term components included basic skills, tutoring in content areas, and enrichment. No specifics for secondary staff are given for either year. Medical, dental, nutritional, guidance/counseling/advocacy/testing services, social services and transportation services are all listed for secondary students.

State: Florida

SECONDARY COMPONENTS:

	1987/88 Regular	1987/88 Summer	1986/87 Regular	1986/87 Summer
Basic Skills	X	X	X	X
Tutoring/Content Areas	X	X	X	X
PASS	X	X	–	–
GED	–	–	–	–
Career/Voc Instruction	–	–	–	–
Dropout Retrieval	X	X	–	–
Summer Programs		X		X
ESL	X	X	X	–
Counseling	X	–	X	–
Work Study (Learn and Earn)	–	–	–	–
Enrichment	–	X	–	X
Parent Involvement/Training	X	X	X	–
Computer Training	X	–	X	–
Other			***	

Comments: (Special Components, etc.)

*** Dropout prevention. Add-on Tutorial.

1=> Not secondary specific
2=> No summer specifics
3=> Not specific

MIGRANT EDUCATION SECONDARY ASSISTANCE (MESA)
STATE AND LOCAL ACTIVITY OVERVIEW

State: Georgia

Beth Arnow
State Director of Migrant Education
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Atlanta, GA 30334
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Capitol M.E.A.

Van Hill
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Thomson, GA 30824
(404) 595-4424

Peachtree M.E.A.

Eugenia Lott
PO Box 2036
Tifton, GA 31794
(912) 382-5811

Piedmont M.E.A.

Jackie Martin
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Gainesville, GA 30501
(404) 536-5717

Southern Pine M.E.A.

Larry Manning
PO Box 745
Nashville, GA 31639
(912) 686-2053

Unique Programs

Project: CHAMPS (Challenging Adolescents Through Migrant Programs in the Summer)

Contact: Jackie K. Martin, Director
Piedmont Migrant Education Association
3536 East Hall Rd.
Gainesville, GA 30501
(404) 536-5717

Description of Project:

CHAMPS is a two week summer residential dropout prevention program held at North Georgia College that serves 24 migrant students. The students who are ages 14-16 develop computer literacy; participate in career awareness activities in the community by spending time observing workers on the job; increase their self-confidence, study skills, goal-setting and decision making skills; and enjoy various field trips and recreational activities.

State: Georgia

Project: EXPLORE

Contact: Van Hill, Director
Capitol Migrant Education Association
P.O. Box 1349
Thomson, GA 30824
(404) 595-4424

Description of Project:

EXPLORE gives migrant students the opportunity to become aware of career options through visiting job sites and talking to representatives from varied occupations. It is a two-week summer residential dropout prevention program. EXPLORE emphasizes math, reading, study skills but also provides enrichment activities, field trips, computer usage, group and individual counseling that focuses on values clarification and interpersonal relationships.

State: Georgia

Summary 1987-88:

Basic skills and ESOL, tutoring in content areas, enrichment, and P.A.S.S. were provided. Bilingual staff work during spring-summer influxes. Special education services are provided for 5% of the migrant children but no breakdown is given for secondary students. Summer Youth Employment Training Programs and JTPA on-the-job training are mentioned. The needs assessment for FY 1988 includes plans to pilot a new secondary needs assessment methodology that will monitor grades each grading period and use standardized test scores and school counselor input. Because of the high dropout rate after eighth grade, secondary students need credit accrual, credit exchange and alternative educational programs. Reading, mathematics and oral language are also priorities statewide for migrant students. There is also a need to serve students with limited English proficiency. Dental, clothing, and medical services are also areas of need. There are no specifics for secondary staff development but workshops in ESOL methods and materials are cited. Parent involvement includes parent advisory councils, home visits, training sessions and parenting materials to be used at home.

State: Georgia

Summary 1986-87:

Vocational career education opportunities were provided to about fifty secondary students. Tutorial services and ESOL are mentioned but are not secondary specific. Bilingual staff will help serve the limited English speaking students particularly during spring-summer influxes. Individualized or small group instruction is emphasized by migrant staff. There are after-school programs to help students prepare for the G.E.D. There are also programs for credit exchange. The needs assessment points to reading, math, guidance and counseling, and oral language in rank order although this is not specifically for secondary students. There are ongoing training sessions for instructional strategies, skills training, and technical assistance for staff although these are not secondary specific, either. Dental, medical, food, clothing, and transportation services were provided.

State: Georgia

SECONDARY COMPONENTS:

	1987/88 Regular	1987/88 Summer	1986/87 Regular	1986/87 Summer
Basic Skills	X	X	_	X
Tutoring/Content Areas	X	X	X	_
PASS	X	X	X	X
GED	_	_	X	X
Career/Voc Instruction	_	X	X	X
Dropout Retrieval	_	_	_	_
Summer Programs		X		X
ESL	X	X	X	X
Counseling	_	X	_	X
Work Study (Learn and Earn)	_	_	_	_
Enrichment	X	X	_	X
Parent Involvement/Training	X	X	_	_
Computer Training	_	X	_	X
Other		***		***

Comments: (Special Components, etc.)
*** Dropout prevention. Project EXPLORE and Project CHAMPS (Challenging Adolescents Through Migrant Programs in the Summer) operate for 2 weeks in the summer. Both are dropout prevention programs.

1=> Not secondary specific
2=> No summer specifics
3=> Not specific

MIGRANT EDUCATION SECONDARY ASSISTANCE (MESA)
STATE AND LOCAL ACTIVITY OVERVIEW

State: Idaho

To Be Announced
Coordinator, Migrant Education
State Department of Education
650 West State Street
Boise, ID 83720
(208) 334-2195

Idaho Migrant Education Resource Center

Bruce Casper, MSRTS Consultant
710 West Franklin
Boise, ID 83702
(208) 334-2299

Unique Programs

Project: College Assistance Migrant Program

Contact: Dr. John Jensen
Director of CAMP
Boise State University
Department of Teacher Education
1910 University Drive
Boise, ID 83725
(208) 385-1754

Description of Project:

The Boise CAMP serves 40 migrants and seasonal farmworkers or dependents of the same with partial tuition, room, board, and a stipend during the freshman year. This CAMP bridges as many students from its HEP with CAMP or another institute of higher learning to provide the best placement. The program follows through in assisting students with a financial aid package to continue their college careers. CAMP also offers counseling, tutoring, a peer mentor program and a professional mentor program, and assistance in locating summer jobs.

State: Idaho

Project: High School Equivalency Program

Contact: Dr. John Jensen
Director of HEP
Boise State University
Department of Teacher Education
1910 University Drive
Boise, ID 83725
(208) 385-1754

Description of Project:
The Boise HEP is a G.E.D. preparation program that serves 45 students in a campus residential setting and 80-85 students in its commuter program. There are three commuter sites which provide evening classes and are located in Nampa, Rupert, and Wilder. These are open-entry. For the residential program, there is a session which occurs from October to December, and there are two spring sessions. Teachers can provide instruction in Spanish but the G.E.D. test is available in English only. On campus, the most effective instructional methods involve teachers and computer-assisted instruction. Off-campus a teacher/tutor model and computer-assisted instruction are used. Arrangements for child care on campus can be made if needed. HEP makes referrals to vocational programs.

Project: Idaho P.A.S.S. Program

Contact: Wanda Bloomquist, Coordinator
Nampa School District #131
619 South Canyon
Nampa, ID 83651
(208) 465-2700

Description of Project:
Idaho has recently become involved in the P.A.S.S. program. Migrant secondary students work semi-independently on coursework to fulfill high school graduation requirements. The portable learning packets may be worked on whether the student is supplementing regular school courses, is in a summer program, or is in transit.

State: Idaho

Summary 1987-88:

The needs assessment indicates English language proficiency, reading and math as priorities. A bilingual home-school coordinator in each LEA district will assist with absentee follow-up and dropout prevention. Counselors will provide information on vocational schools and a deeper awareness of career opportunities. Basic skills are cited but not secondary specific. Three school districts will provide summer programs for secondary students in classes for academic credit. A P.A.S.S. program will be offered in 1989. Secondary staff will receive consultative services in career education and access to vocational schools. Secondary staff will be targeted for more intense staff development on identifying at-risk migrant high school students in 1989. JTPA funds are used by local education agencies to train students as instructional aides. Emergency medical and dental treatment will be provided by LEAs.

State: Idaho

Summary 1986-87:

The primary needs areas in instruction include ESL, reading, oral language development, and math. Career/vocational skills training are also cited. Most migrant students were in pull-out programs that provided supplementary instruction outside of the regular classroom. Social studies, art, music, computer, health, physical education, and affective domain were listed but not secondary specific. Summer evening programs serve secondary students who work during the day. Three programs serve twelve school districts and give credit for English, mathematics, algebra, history, government, and biology. The main emphasis is on reading and math. Other services in the summer include ESL, language arts, vocational/career, attendance/guidance, health, dental, nutrition, transportation, other unspecified support and instruction. None of these services were secondary specific. LEA migrant education staff received inservice training in diagnostic/prescriptive techniques, usage of MSRTS, secondary credit interstate coordination, alternative programs for secondary students, career education, vocational training, counseling for secondary students, remedial and tutorial curriculum materials development, procedures for identification and recruitment, home coordinator skills, program regulations and policies to orient administrators, migrant health problems/cultural differences in health to health providers, MSRTS workshops and curriculum inservice for summer school staff. Parents also received training, conferences, and Parent Advisory Council meetings.

State: Idaho

SECONDARY COMPONENTS:

	1987/88 Regular	1987/88 Summer	1986/87 Regular	1986/87 Summer
Basic Skills	_	_	X	X
Tutoring/Content Areas	_	_	X	_
PASS	_	_	_	_
GED	_	_	_	_
Career/Voc Instruction	X	_	X	_
Dropout Retrieval	_	_	_	_
Summer Programs		X		X
ESL	_	_	_	_
Counseling	X	_	X	_
Work Study (Learn and Earn)	_	_	_	_
Enrichment	_	_	_	_
Parent Involvement/Training	X	_	X	_
Computer Training	_	_	_	_
Other				

Comments: (Special Components, etc.)

1987-88: Evening summer programs in classes for academic credit. Math and reading, and ESL are emphasized, but not secondary specific.
1986-87: ESL, math and reading and language are listed, but not secondary specific.

1=> Not secondary specific
2=> No summer specifics
3=> Not specific

MIGRANT EDUCATION SECONDARY ASSISTANCE (MESA)
STATE AND LOCAL ACTIVITY OVERVIEW

State: Illinois

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David Gutierrez, Education Consultant
Illinois State Board of Education
100 North First Street E-228
Springfield, IL 62777
(217) 782-6035

Illinois Migrant Education Resource Project

Brenda Pessin, Coordinator
Illinois Migrant Council
202 South State Street 15th Floor
Chicago, IL 60604
(312) 663-1522

Unique Program

Project: Illinois Migrant Career Development Program

Contact: John Cassani, Director
DeKalb Community Unit School District #428
145 Fisk Avenue
DeKalb, IL 60115

Description of Program:
Students participate in a five-day residential program at Northern Illinois University that provides information on occupations, an Individualized Career Plan, transition from high school to post-secondary programs or work, and financial counseling. This program helps put college within reach of migrant students' goals.

State: Illinois

Summary 1987-88:

Parent involvement includes advisory councils on the state and local levels as well as input for planning programs. ESL and bilingual education are emphasized since about 75% of the state's total migrant student population has Spanish as the first language. Both regular and summer programs use tutoring individually or in small groups. P.A.S.S. was available. Inservice training for all migrant personnel includes a three-day workshop statewide and a one-day workshop for recruiters.

Summary 1986-87:

There are four programs that are components of the Youth Employment and Training Program. The In-School program provides tutoring and counseling for secondary students. The Career Options Program operates during the summer and provides classroom training, career exploration, and supplemental activities where stipends and salaries are paid. New Opportunities Program focuses on dropouts aged 16-21 who do not intend to return to school. This program combines class and work experience and prepares students for the G.E.D. The Work Experience Program is directed to unemployed graduates or dropouts. It operates for 25-44 weeks and provides full-time work-related training and job placement. The Career Options Program also provides tutorial services. ESL instruction and bilingual teachers, aides, and materials are provided to help students develop skills in both English and Spanish. A tutorial pull-out program is

State: Illinois

used in the regular term along with small group instruction. These are used in 40% of the summer projects as well. P.A.S.S. was available. All migrant staff will receive a three-day workshop statewide. Inservice to acquaint staff with services in other agencies is also provided. Recruiters receive a one-day workshop. Parent Advisory Councils function on the local and state level. Surplus food commodities are given to migrant projects food services.

State: Illinois

SECONDARY COMPONENTS:

	1987/88 Regular	1987/88 Summer	1986/87 Regular	1986/87 Summer
Basic Skills	–	–	X	X
Tutoring/Content Areas	1	1	X	–
PASS	X	X	X	X
GED	X	–	X	–
Career/Voc Instruction	–	–	X	X
Dropout Retrieval	–	–	–	–
Summer Programs		X		X
ESL	1	–	1	–
Counseling	–	–	X	–
Work Study (Learn and Earn)	–	–	–	–
Enrichment	–	–	–	X
Parent Involvement/Training	X	–	X	–
Computer Training	–	–	–	–
Other				

Comments: (Special Components, etc.)

1986-87: GED preparation is through New Opportunities Program for dropouts. Youth Employment Training Program includes In-School Program, Career Options Program, New Opportunities Program and Work Experience Program.

1=> Not secondary specific
2=> No summer specifics
3=> Not specific

MIGRANT EDUCATION SECONDARY ASSISTANCE (MESA)
STATE AND LOCAL ACTIVITY OVERVIEW

State: Indiana

Darlene Slaby, Director
Division of Language Minority and Migrant Programs
State Department of Public Instruction
State House, Room 229
Indianapolis, IN 46204
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Indiana's Migrant Education Program is divided by school districts, varying in number from 17-25 migrant districts.

State: Indiana

Summary 1987-88:

Objectives for secondary students are to help them stay or return to school by providing an instructional program. Basic skills in language arts and math are provided. Additional areas focus on multicultural instruction, career awareness, tutoring, guidance and counseling as well as increasing self-expression through the arts. Bilingual instruction will be provided to students with limited English abilities. P.A.S.S. was available. No specifics for secondary staff development are given. A minimal amount of health services and screening will be provided. For secondary students the minimum curriculum course offerings include English, social studies, math, science, foreign language, practical arts or vocational-technical, economics, substance abuse and electives.

Summary 1986-87:

Local and state Parent Advisory Councils are included under parent involvement and consultation. Basic skills, tutoring, enrichment through arts and multicultural instruction, vocational-technical training, consumer/economics instruction, foreign language, health and safety, physical education, substance abuse and electives are on the secondary curriculum. Bilingual instruction will be provided. P.A.S.S. was available. Parents will receive training to improve their communication skills; understand the importance of education; become aware of family health and nutrition. P.A.S.S., HEP and CAMP are also mentioned. There is a summer tutorial program in the camps but it is not secondary specific. The needs assessment is a statewide process that serves migrant students in its educational program. There are no specifics for secondary students. There will be a greater availability of health and nutritional services.

State: Indiana

SECONDARY COMPONENTS:

	1987/88		1986/87	
	Regular	Summer	Regular	Summer
Basic Skills	X	_	X	_
Tutoring/Content Areas	X	_	X	_
PASS	X	X	X	X
GED	_	_	_	_
Career/Voc Instruction	X	_	X	_
Dropout Retrieval	X	_	X	_
Summer Programs		X		X
ESL	X	_	X	_
Counseling	X	_	_	_
Work Study (Learn and Earn)	_	_	_	_
Enrichment	X	_	X	
Parent Involvement/Training	_	_	X	_
Computer Training	_	_	_	_
Other				

Comments: (Special Components, etc.)

Special ed. mentioned but not secondary specific. Summer school lists tutoring and enrichment in music, art, home ec., computer instruction and physical ed. but not specifically for secondary.

1=> Not secondary specific
2=> No summer specifics
3=> Not specific

MIGRANT EDUCATION SECONDARY ASSISTANCE (MESA)
STATE AND LOCAL ACTIVITY OVERVIEW

State: Iowa

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Chief, Chapter 1, ECIA
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Paul Cahill, Coordinator
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State Department of Public Instruction
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Muscatine Commum Schs

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South Hamilton Commun Schs

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West Liberty Community Schs

Lou Morrison
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111 West 7th Street
West Liberty, IA 52776
(319) 627-4243

State: Iowa

Summary 1987-88:

Career awareness, cultural enrichment, bilingual or ESL are part of each LEA's school curriculum as mandated by state law. Language handicaps for Spanish-speaking current migrant students are the most severe according to the needs assessment. Basic skills are also needed by that group and are objectives in the entire Migrant Education Program. Health, dental, and psychological services are usually provided by LEA or Area Education Agency or civic and/or religious organizations. Migrant funds, if available, could be provided if necessary. The Parent Advisory Council is active on the state and local level. Conferences, educational materials, and social events are offered to parents. Iowa conducts interagency, interstate, and intrastate coordination.

Summary 1986-87:

Career awareness, ESL or bilingual instruction, and cultural awareness are included in each LEA's school curriculum by state law. The needs assessment indicates severe language handicaps for currently migrant Spanish-speakers. Individualized instruction supplements the LEA's "regular" program. Teachers and aides that are funded through the Migrant Education Program are bilingual. Reading, math, and vocational orientation are emphasized for secondary students. Health, dental, and psychological

State: Iowa

services are routinely provided by the LEA or Area Education Agency or by civic or religious organizations. If those funds are not available, migrant funds may be provided, if available. Parents are involved on state and local advisory councils as well as within the school. Social events are held to involve parents; materials are offered to them to help them with their children's school work. All MEP staff will receive inservice that has been organized by the SEA. LEA staff will receive inservice on MSRTS record updating. Interagency coordination is conducted to ensure services for migrant families. Interstate and intrastate coordination included a 143 project called DISNET (Improving Dissemination Practices and Techniques Utilizing Intrastate and Interstate Networks) and joint LEA meetings.

State: Iowa

SECONDARY COMPONENTS:

	1987/88 Regular	1987/88 Summer	1986/87 Regular	1986/87 Summer
Basic Skills	1	–	X	–
Tutoring/Content Areas	–	–	X	–
PASS	–	–	–	–
GED	–	–	–	–
Career/Voc Instruction	X	–	X	–
Dropout Retrieval	–	–	–	–
Summer Programs		–		–
ESL	X	–	X	–
Counseling	–	–	–	–
Work Study (Learn and Earn)	–	–	–	–
Enrichment	X	–	X	–
Parent Involvement/Training	X	–	X	–
Computer Training	–	–	–	–
Other				

Comments: (Special Components, etc.)

1986-87: Special ed. services listed but not secondary specific.

1=> Not secondary specific
2=> No summer specifics
3=> Not specific

MIGRANT EDUCATION SECONDARY ASSISTANCE (MESA)
STATE AND LOCAL ACTIVITY OVERVIEW

State: Kansas

Juan Rocha
Migrant Specialist
State and Federal Program Administration
State Department of Education
120 East 10th Street
Topeka, KS 66612
(913) 296-3161

Kansas' Migrant Education Program operates through 30 school districts and 3 non-profit organizations.

State: Kansas

Summary 1987-88:

The needs assessment to be conducted will help determine the focus of the Migrant Education Program, identify and enroll eligible students, and help staff make referrals to appropriate social service agencies. Kansas emphasizes reading, math and oral language development for students, though this was not specified for secondary level. Staff development includes inservice workshops for reading and home/school communication as well as providing the funds for college credit to enhance teaching skills. It was not clear whether this was for secondary staff. There is a continuous need for MSRTS inservice.

Summary 1986-87:

Emphasis is placed on reading, math and oral language development though not specifically for secondary level. Summer school includes instruction, recreation and sports, cultural activities, field trips, health and hygiene classes. Special education programs are available to migrant students in general. Staff inservice workshops include home/school communication and reading. There is funding available for staff to take college courses to enhance their teaching skills to migrant students although it isn't clear if this is for secondary staff.

State: Kansas

SECONDARY COMPONENTS:

	1987/88 Regular	1987/88 Summer	1986/87 Regular	1986/87 Summer
Basic Skills	1	–	1	–
Tutoring/Content Areas	–	–	1	–
PASS	–	–	–	–
GED	–	–	–	–
Career/Voc Instruction	–	–	–	–
Dropout Retrieval	–	–	–	–
Summer Programs		X		X
ESL	–	–	–	–
Counseling	–	–	1	–
Work Study (Learn and Earn)	–	–	–	–
Enrichment	–	–	–	X
Parent Involvement/Training	–	–	–	–
Computer Training	–	–	–	–
Other				***

Comments: (Special Components, etc.)

1987-88: Summer school is also included but not secondary specific.
1986-87: Special ed., counseling and tutorial are mentioned but not secondary specific. Health, recreation/sports in summer.

1=> Not secondary specific
2=> No summer specifics
3=> Not specific

MIGRANT EDUCATION SECONDARY ASSISTANCE (MESA)
STATE AND LOCAL ACTIVITY OVERVIEW

State: Kentucky

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State: Kentucky

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State: Kentucky

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State: Kentucky

Summary 1987-88:

Math, reading, language arts and vocational/career are specified for secondary students. A tutorial approach is emphasized. Kentucky's objective is to increase participation among secondary students in educational services by 20%. They plan to consult other successful secondary programs in other states and to interview students for their ideas on improving LEA migrant programs. No mention was made for staff development and needs assessment.

Summary 1986-87:

The needs assessment points to the problem of dropouts and the difficulty of serving the students in an in-school tutorial program. The needs assessments which was based on teacher referral form responses, indicates that basic skills development is below class average, that students lack motivation, have poor attitude, fail to complete assignments and have low quiz scores. Each secondary student will receive an individual educational plan for his/her selected occupation. There will be home visits to gather parent input for the occupational program. Math, reading, and communication skills are emphasized though not specifically on the secondary level. The summer program's objectives included basic skills development, cultural enrichment, and personal development. These are not secondary specific. Settings were both home- and school-based. Support services in attendance, social work, health, guidance, and transportation were provided. The Division of Compensatory Education gave inservice and technical assistance to LEAs about identification and enrollment of migrant students. Parents were involved in parent advisory council meetings,

project planning and implementation, as classroom volunteers and in outside class activities. There was also a statewide parent advisory council.

State: Kentucky

SECONDARY COMPONENTS:

	1987/88 Regular	1987/88 Summer	1986/87 Regular	1986/87 Summer
Basic Skills	X	–	1	1
Tutoring/Content Areas	X	–	X	–
PASS	–	–	–	–
GED	–	–	–	–
Career/Voc Instruction	X	–	X	X
Dropout Retrieval	–	–	–	–
Summer Programs		X		X
ESL	–	–	–	–
Counseling	–	–	–	–
Work Study (Learn and Earn)	–	–	–	–
Enrichment	–	–	–	1
Parent Involvement/Training	–	–	X	–
Computer Training	–	–	–	–
Other				

Comments: (Special Components, etc.)

1=> Not secondary specific
2=> No summer specifics
3=> Not specific

MIGRANT EDUCATION SECONDARY ASSISTANCE (MESA)
STATE AND LOCAL ACTIVITY OVERVIEW

State: Louisiana

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State: Louisiana

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Charles Bujol, Director
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State: Louisiana

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Frank Ebarb, Dir, Chapt 1
Mrs. Gwen Peterson, Supervisor/
Coordinator, Chapter 1
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State: Louisiana

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Post Office Box 520
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(318) 368-9606 - Linc 8-261-3296

State: Louisiana

Summary 1987-88:

Program funds provide limited health, dental and nutritional services but LEA subgrantees will make referrals to other agencies as needed. A state resource center provides tangible learning resources and inservices. Supplementary reading, math and language instruction are provided in lab pull-outs, in-class tutorials, or after-school sessions. ESL and classes for speech-defective students are provided in lab pull-outs or after-school sessions, also. Students will receive career education in pull-out sessions. They will also receive cultural enrichment through art, music and dance activities. Computer literacy is also a secondary component. Parents will receive instuctions and materials to tutor their children at home. No specifics for secondary staff development are mentioned although initial training/orientation and inservice sessions are offered on the state and local level.

Summary 1986-87:

Tutorial services are provided. An after-school vocational program is set up for secondary students. Basic skills and counseling are mentioned but not secondary specific. Computer literacy training, cultural enrichment and ESL are also provided. A state resource center will include tangible learning resources for teaching migrant students. No secondary staff development is mentioned. Medical and dental services are provided in regular and summer terms. In one parish, there is a parental tutorial program. The needs assessment indicates basic skills, vocational training, health services, computer literacy, career awareness, cultural enrichment, ESL, parental-tutorial and tutorial outreach programs for migrant students.

State: Louisiana

SECONDARY COMPONENTS:

	1987/88		1986/87	
	Regular	Summer	Regular	Summer
Basic Skills	X	-	1	-
Tutoring/Content Areas	X	-	X	-
PASS	-	-	-	-
GED	-	-	-	-
Career/Voc Instruction	X	-	X	-
Dropout Retrieval	-	-	-	-
Summer Programs		-		-
ESL	-	-	-	-
Counseling	-	-	1	-
Work Study (Learn and Earn)	-	-	-	-
Enrichment	-	-	-	-
Parent Involvement/Training	X	-	X	-
Computer Training	X	-	X	-
Other				

Comments: (Special Components, etc.)

1987-88: Summer school provided if there are enough students.
1986-87: Summer school was mentioned but not held.

1=> Not secondary specific
2=> No summer specifics
3=> Not specific

MIGRANT EDUCATION SECONDARY ASSISTANCE (MESA)
STATE AND LOCAL ACTIVITY OVERVIEW

State: Maine

Pamela A. Gatcomb, Coordinator
Maine Migrant Education Program
317 State Street
Augusta, ME 04330
(207) 289-5170

Maine's Migrant Education Program is served by 55 local school districts with migrant programs.

Unique Program

Project: High School Equivalency Program

Contact: Christopher Rallis
Training and Development Corp.
High School Equivalency Program
PO Box 1136
117 Broadway
Bangor, ME 04401
(207) 945-9431

Description of Project:

The Maine HEP provides G.E.D. preparation to eligible migrants, seasonal farmworkers, or their dependents. It serves 15 students in its residential program and 110 commuters. The program operates in Washington County on the University of Machias campus and at Washington County Vocational Technical Institute. In Aroostook County, HEP uses existing Adult Education programs and supplements the curriculum to provide G.E.D. training. HEP uses a comprehensive competencies program which is an open-entry/open-exit, computer-assisted basic education program. HEP makes cross-referrals to appropriate agencies and will contract child care services if necessary. The program also provides transportation.

State: Maine

Summary 1987-88:

Reading, math and other content areas will be the focus in tutorial assistance classes. Career/vocational instruction, ESL, and counseling were offered. A summer program operated in Maine School District #37 at Harrington which served academic, social, and cultural needs of 7th and 8th grade students. There is mandatory inservice for all staff twice a year. The needs assessment is conducted continually at the local level to determine needs priorities.

Summary 1986-87:

Migrant student needs include acquisition and improvement in reading, language skills, math, and awareness of health problems. Tutoring in subject areas, ESL, counseling, communication skills, life/survival skills, career exploration, self-concept development, and cultural awareness and sensitivity are offered to secondary students. A dropout retrieval program was provided through a 143 grant. The summer program served 7th and 8th grade students' academic, social and cultural needs. Regular term teachers received inservice training in academic, social/cultural, and physical (health) skill areas. The November session included identification and recruitment, health resources, issues and record keeping, scholarships, Job Corps, vocational job training, HEP, and dropout concerns. Other workshops also covered MSRTS record keeping and other migrant education topics. Parents were involved in planning, operating and evaluating the migrant program as members of Parents Advisory Councils. Teachers made links with school health personnel, community health services, and organizations for migrant students. The statewide Maine Migrant Advisory Council is very influential in the state.

State: Maine

SECONDARY COMPONENTS:

	1987/88 Regular	1987/88 Summer	1986/87 Regular	1986/87 Summer
Basic Skills	X	X	X	X
Tutoring/Content Areas	X	X	X	X
PASS	–	–	–	–
GED	–	–	–	–
Career/Voc Instruction	X	–	X	–
Dropout Retrieval	–	–	X	–
Summer Programs		X		X
ESL	X	X	X	X
Counseling	X	X	X	X
Work Study (Learn and Earn)	–	–	–	–
Enrichment	–	X	–	X
Parent Involvement/Training	X	–	X	–
Computer Training	–	–	–	X
Other				

Comments: (Special Components, etc.)

1=> Not secondary specific
2=> No summer specifics
3=> Not specific

MIGRANT EDUCATION SECONDARY ASSISTANCE (MESA)
STATE AND LOCAL ACTIVITY OVERVIEW

State: Maryland

Dr. Ronn E. Friend, Chief
Compensatory Education Branch
Division of Compensatory Education and Support Services
State Department of Education
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Gary V. McNamara
Coordinator
Dorchester County Board of Educ
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Cambridge, MD 21613
(301) 228-4747

Queen Anne's County

Marilyn Carey
Facil of Supple Activities
Queen Anne's Cty Bd-Ed
PO Box 80 & 110
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(301) 269-5889

Somerset County

Kenneth D. Butler
Super of Federal Progs
Somerset Cty Bd of Education
Westover Elementary School
Westover, MD 21871
(301) 651-1485

Worcester County

Worthy Graham
Coord of Youth Employ Progs
Worcester Cty Bd of Educ
PO Box 130
Snow Hill, MD 21863
(301) 632-2582

State: Maryland

Unique Program

Project: High School Equivalency Program

Contact: Gerardo Martínez
Center for Human Services
7200 Wisconsin Avenue, Suite 500
Bethesda, MD 20814-4204
(301) 654-8338

Description of Project:

HEPs under this program are located in numerous sites. All sites are commuter programs that offer weekly stipends, transportation, counseling, and extracurricular activities at the university sites. Programs that offer Spanish instruction also provide ESL. The HEP in Queen Anne's County, MD is a six-week program that offers G.E.D. instruction in Spanish and English. The one in Somerset County, MD is also six weeks in length and is mostly an ABE-ESL program in English. In the Dover, DE area, the HEP is a seven-week long program in English. The Glassboro, NJ HEP begins June 5 and is fourteen weeks long, with Spanish instruction only. The Gettysburg, PA HEP is a year-round program that also provides English and Spanish instruction. A HEP site in Georgetown, DE operates in cooperation with Delaware Technical and Community College and offers ESL and pre-G.E.D.

State: Maryland

Summary 1987-88:

There is one site for secondary students during the regular term. Only about one-third of all eligible secondary students participate in summer school. P.A.S.S. materials in math, English and, upon request, social studies are provided. ESL and career/vocational instruction are also provided during the regular term. Remedial math and English instruction are included for secondary students. Students using P.A.S.S. materials will receive two hours a week of teacher or tutorial assistance. Special education programs are provided for all identified handicapped migrant students. Comprehensive summer programs are offered at three locations. They included basic skills, tutoring in content areas, P.A.S.S., G.E.D., career/vocational instruction, and counseling. Dropout retrieval was also conducted. There is an evening program at one of the sites in the summer. Inservice activities for Migrant Education staff are cited though no specifics on secondary. The needs assessment points out that many secondary migrant students are lacking credit, not participating in instructional programs and are 10 to 24 months below their peers on the 3R's Test Classroom Edition.

State: Maryland

Summary 1986-87:

Basic skills, ESL, support services in guidance, attendance, health, dental care, nutrition and transportation were provided. Secondary tutorial/G.E.D. is listed for regular and summer terms. Secondary evening school included ESOL, tutorial math, and English, carpentry and home economics. Dropout retrieval was conducted during the summer. Maryland identified and made referrals through its Migrant Dropout Prevention Project. Maryland Migrant Child Abuse Prevention Plan began in 1987 in Queen Anne's, Dorchester and Somerset counties with parent and staff orientations. There are no specifics for needs assessment or secondary staff development.

State: Maryland

SECONDARY COMPONENTS:

	1987/88 Regular	1987/88 Summer	1986/87 Regular	1986/87 Summer
Basic Skills	X	X	X	X
Tutoring/Content Areas	X	X	X	X
PASS	X	X	-	-
GED	-	X	X	X
Career/Voc Instruction	X	X	-	-
Dropout Retrieval	-	X	-	X
Summer Programs	-	X	-	X
ESL	X	-	X	-
Counseling	-	X	X	-
Work Study (Learn/Earn)	-	-	-	-
Enrichment	-	-	-	-
Parent Involvement/Training	-	-	-	-
Computer Training	-	-	-	-
Other*				

*Comments: Special education is not secondary specific.
Evening classes were offered regular term 86-87.

1=> Not secondary specific
2=> No summer specifics
3=> Not specific

MIGRANT EDUCATION SECONDARY ASSISTANCE (MESA)
STATE AND LOCAL ACTIVITY OVERVIEW

State: Massachusetts

Ernest J. Mazzone, Bureau Director
Migrant Education Program
Massachusetts Department of Education
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Quincy, MA 02169
(617) 770-7545

Alex Goniprow
Migrant State Coordinator
Massachusetts Migrant Education Program
The Foster School
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Tewksbury, MA 01876
(617) 851-5934

North Central Region

Joanne Myers, Proj Coord
922 Main Street
Tewksbury, MA 01876
(508) 851-8366

Southeast Region

Tobias Paulo, Proj Coord
Taunton State Hospital
Gifford Building
Hodges Avenue Extension
Taunton, MA 02780
(508) 824-7588

Western Region

David Almeda, Proj Coord
Mont Marie
Lower Westfield Rd
Holyoke, MA 01040
(413) 534-0287

State: Massachusetts

Summary 1987-88:

Parental support services and Family Advocacy and Coordination services are available. Basic skills and life/career skills are provided as indicated in the needs assessment in a multidisciplinary approach that increases self-concept, social growth, pride and understanding of ethnic heritage and knowledge of different career options. All migrant education staff will receive training through inservice or selected workshops/seminars. There is tuition reimbursement for college courses that are directly related to an individual's position, flexible work schedules and paid education leave for staff. Migrant personnel may attend National and Eastern Stream Migrant Education Conferences, MSRTS workshops, and Migrant Education State Director's meetings. Staff training will focus on orientation for new staff, and job and skills training to increase staff expertise and knowledge. There is a two-day statewide workshop to help staff implement "effective schools" research.

Summary 1986-87:

The needs assessment indicated basic skills and career/life skills for secondary students. Bilingual instruction in basic skills is provided. Basic skills and career/life skills are provided in a multidisciplinary approach that will improve students' knowledge of career options, self-concept, social growth, and pride and understanding in their ethnic heritage. Outdoor education days were included in summer projects to expose students to high interest activities and to reinforce a major math or reading skill. The summer program emphasizes basic skills and

State: Massachusetts

life/career skills such as health education and physical education. Numerous workshops for staff development were offered in health, ESL, language, math, MSRTS, and other topics. Health screenings and referrals were offered through the efforts of health educators and registered nurses. There are advocacy and coordination of educationally-related services that are available in local, state and federal program services. Parent involvement is met by local and regional Parent Advisory Committees, open houses, family visitations, and hiring some parents as para-professionals in local projects. Massachusetts has a Saturday Project which provides about 3 hours of supplemental basic skills and life/career instruction in an interdisciplinary approach.

State: Massachusetts

SECONDARY COMPONENTS:

	1987/88 Regular	1987/88 Summer	1986/87 Regular	1986/87 Summer
Basic Skills	X	_	X	X
Tutoring/Content Areas	X	_	1	_
PASS	_	_	_	_
GED	_	_	_	_
Career/Voc Instruction	X	_	X	X
Dropout Retrieval	_	_	_	_
Summer Programs		X		X
ESL	_	_	_	_
Counseling	_	_	_	_
Work Study (Learn and Earn)	_	_	_	_
Enrichment	_	_	_	_
Parent Involvement/Training	X	_	X	X
Computer Training	_	_	_	_

Other

Comments: (Special Components, etc.)

Bilingual instruction was provided. 1987-88: After-school tutorial coordinates public school instruction, gives help in homework, and helps students set academic goals.

1=> Not secondary specific
2=> No summer specifics
3=> Not specific

MIGRANT EDUCATION SECONDARY ASSISTANCE (MESA)
STATE AND LOCAL ACTIVITY OVERVIEW

State: Michigan

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Migrant Education Program
State Department of Education
PO Box 30008
Lansing, MI 48909
(517) 373-4581

David Pushaw, State Director P.A.S.S. and Mini-P.A.S.S.
Newaygo Public Schools
360 South Mill Street
Newaygo, MI 49337
(616) 652-1649

Marion Stiles, Coordinator of Production
9534 Red Bud Trail
Berrien Springs, MI 49103
(616) 471-1139

State: Michigan

Summary 1987-88:

Parent advisory councils and all migrant education staff will receive inservice training that includes conferences, workshops, and meetings such as Secondary Education Referent Group, State Bilingual/Migrant Conference, Summer Preservice, and State Migrant Parent Advisory Council. Basic skills are stressed as well as ESL and bilingual education. Secondary education coursework is listed but not specific. Vocational education, career exploration, multicultural awareness, and guidance/counseling are also mentioned but not secondary specific. P.A.S.S. was available. A survey in 1985 indicated that parental involvement is a major success factor for in-school migrant programs; proper academic and grade placement reduces the risk of dropouts; migrant students in a migrant education program do better academically than those not enrolled in one; counseling services make a positive difference; and most students leave school for school-related reasons. Health care and nutrition are provided for all migrant students.

Summary 1986-87:

Migrant staff and parent advisory council members will receive inservice training to improve their skills in teaching migrant students. Training includes MSRTS, math referent group, reading referent group, programmed tutoring in reading, effective school, Central Stream Migrant Conference, National Migrant Education Conference, and state bilingual/migrant conference. Secondary tutorial services are provided in the regular and summer terms. Basic skills, career/vocational instruction, bilingual education, G.E.D., P.A.S.S., and HEP are also provided. Guidance and counseling are also available. Health services and nutrition are support services that are included.

State: Michigan

SECONDARY COMPONENTS:

	1987/88 Regular	1987/88 Summer	1986/87 Regular	1986/87 Summer
Basic Skills	X	–	X	–
Tutoring/Content Areas	1	–	X	–
PASS	X	X	X	X
GED	–	–	X	–
Career/Voc Instruction	1	–	X	–
Dropout Retrieval	–	–	–	–
Summer Programs		X		X
ESL	X	–	X	–
Counseling	1	–	X	–
Work Study (Learn and Earn)	–	–	–	–
Enrichment	–	–	–	–
Parent Involvement/Training	X	–	X	–
Computer Training	–	–	–	–
Other				

Comments: (Special Components, etc.)

ESL and Bilingual instruction were provided. Multicultural awareness in 1987-88 is not secondary specific.

1=> Not secondary specific
2=> No summer specifics
3=> Not specific

MIGRANT EDUCATION SECONDARY ASSISTANCE (MESA)
STATE AND LOCAL ACTIVITY OVERVIEW

State: Minnesota

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Migrant Education Unit
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1988 Summer Migrant Program Coordinators

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Bird Island

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Breckenridge

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Campbell-Tintah

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Crookston

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Lincoln Elem Sch
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State: Minnesota

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Moorhead

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Owatonna

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Gail Knudsen
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Owatonna, MN 55060
(507) 455-2980

Lincoln Elem School
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Owatonna, MN 55060
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(507) 451-5670 Ext. 122

Renville

Joanne Bluhm
Renville Pub Schools
Renville, MN 56284
(612) 329-3955

State: Minnesota

Summary 1987-88:

Minnesota based its objectives on identified needs. Secondary programs will focus on academic skills and career education that will enable students to gain credit for graduation that will be transferred to the home-base school. The academic program also stresses oral language development, English language proficiency, and individualized instruction in reading and math. P.A.S.S. was available. The program will participate in the Texas Migrant Interstate Program in regard to secondary credit accrual. Efforts will also be made to coordinate with home-base states in providing a relevant education to migrant students. Students will be identified and enrolled in MSRTS and recruited for the day or evening program. The state will obtain comprehensive data from Texas and MSRTS on students receiving and needing special education. Instruction in nutrition is provided. There are migrant tutorial projects during the regular term. Nutritious meals and health screening, treatment, and referral are provided. Parents are encouraged to be involved with the school and the community through project activities on the state and local levels. There are inservice sessions for secondary resource teachers, MSRTS clerks, outreach workers, nurses, and project coordinators in a statewide program. Staff will become more knowledgeable about migrant students' cultural and linguistic backgrounds through training and relevant materials. Outreach workers and MSRTS clerks will receive training in the use of the identification and recruitment manual.

State: Minnesota

Summary 1986-87:

Interstate coordination, academic program development, and expansion of secondary programs are the three priorities for objectives. The objectives, based on identified needs, were almost the same as in 1987-88. A priority is for secondary students to have the opportunity to gain credits toward graduation in the summer program and have credit transferred to the home-base school. Summer evening projects offer math, English, science, social studies, driver education, history and career education. P.A.S.S. was available. ESL instruction is provided though not specifically mentioned for secondary students. Tutorial/G.E.D. are provided in both regular and summer terms. The instructional program stresses oral language development and individualized math and reading instruction. Enrichment activities are mentioned. Minnesota will participate in Section 143 interstate/intrastate coordination projects with Arkansas, New York, and Pennsylvania. They also participate with the Texas Migrant Interstate Program, MSRTS, and the Interstate Migrant Education Consortium. It was a program focus to identify and serve migrant handicapped students through interstate programs and services. Nutritious meals, nutrition instruction, and health screening, treatment, and referrals were provided. Parental involvement was encouraged on the state and local levels through project activities. Staff will receive training to increase their knowledge of students' cultural and linguistic backgrounds. Inservice in a statewide program is conducted for secondary resource teachers, MSRTS clerks, outreach workers, nurses, and project coordinators.

State: Minnesota

SECONDARY COMPONENTS:

	1987/88 Regular	1987/88 Summer	1986/87 Regular	1986/87 Summer
Basic Skills	X	_	1	1
Tutoring/Content Areas	X	_	1	_
PASS	X	X	X	X
GED	_	_	_	_
Career/Voc Instruction	X	_	X	X
Dropout Retrieval	_	_	_	_
Summer Programs		X		X
ESL	_	_	X	_
Counseling	_	_	_	_
Work Study (Learn and Earn)	_	_	_	_
Enrichment	_	_	X	_
Parent Involvement/Training	X	_	X	_
Computer Training	_	_	_	_
Other	***	_	***	_

Comments: (Special Components, etc.)

*** Nutrition instruction.

1=> Not secondary specific
2=> No summer specifics
3=> Not specific

MIGRANT EDUCATION SECONDARY ASSISTANCE (MESA)
STATE AND LOCAL ACTIVITY OVERVIEW

State: Mississippi

W. "Mickey" Burgess
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State Department of Education
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Calhoun County School Dist

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Central Delta Coop Proj

Ilean Richards, Director
Central Delta Coop Proj
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Coahoma County School Dist

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Coahoma County School Dist
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Forest School District
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Forrest Cty/Forrest Cty AHS Cooperative Project

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Greene County School Dist

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Greene County School Dist
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Hancock/Harrison Coop Proj

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State: Mississippi

Holmes County School Dist

Judge A. Nelson, Coord
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Humphreys Cty School Dist

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Jackson County Coop Program

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Jackson County Coop Program
PO Box 250
Pascagoula, MS 39567
(601) 938-6491

Jones County School Dist

Virginia Grayson, Clerk/Home Visitor
Jones County School Dist
Rt. 4 Box 642A
Ellisville, MS 39437
(601) 425-2101/3975

Leflore County Coop Proj

Myria Downs, Secretary
Leflore County Coop Proj
PO Box 1957
Greenwood, MS 38930
(601) 453-6114

NW Mississippi Coop Proj

Truman Albritton, Dir
NW Mississippi Coop Proj
PO Box 667
Senatobia, MS 38668
(601) 562-5861

Ouitman County Sch Dist

Paul Scarbrough, Director
Ouitman County Sch Dist
191 Ash Street
Marks, MS 38646
(601) 326-8178

Rankin County Sch Dist

Ira Watson, Clerk/Soc Worker
Rankin County Sch Dist
PO Box 1359
Brandon, MS 39042
(601) 825-5590

Scott County School Dist

Reggie Robertson, Coord
Scott County School Dist
c/o Courthouse
Forest, MS 39074
(601) 469-3874

Simpson County Sch Dist

Elizabeth Yates, Super/Coord
Simpson County Sch Dist
203 5th Avenue NE
Magee, MS 39111
(601) 849-5550

Yazoo City School District

Johnny Kinnebrew, Director
Yazoo City School District
PO Box 127
Yazoo City, MS 39194
(601) 746-2125

Yazoo County School District

Catherine J. Brent, Coord
Yazoo County School District
PO Box 988
Yazoo City, MS 39194
(601) 746-7218

State: Mississippi

Unique Program

Project: High School Equivalency Program

Contact: Isaac J. Birdlong, HEP Project Director
Mississippi Valley State University
Office of Continuing Education
PO Box 125
Itta Bena, MS 38941
(601) 254-9041

Description of Project:

This HEP program prepares students for the G.E.D. and/or junior or senior college in its residential or commuter program. One hundred students are served in an open-entry program from September to July. Students in the residential program receive stipends, room and board. The program which is in a university setting allows students to participate in college activities.

State: Mississippi

Summary 1987-88:

Math, reading and language arts are emphasized. Career awareness/occupational skills instruction are mentioned. There is no summer program. Parental involvement is encouraged and indicated by the State Parent Advisory Committee. Staff development sessions are listed but without specifics for secondary staff. Medical, dental, nutritional, and social services will be provided as needed.

Summary 1986-87:

Bilingual staff worked with students with limited English proficiency. ESL instruction was provided as well as a tutorial or a small group approach in the instructional program. There is no summer program. Parental consultation was included on the state and local level. Inservice for staff included the State Migrant Directors' Conference, a general state migrant conference, and MSRTS workshops. No needs assessment appeared in the state plan or evaluation. Most students received health and/or support services.

State: Mississippi

SECONDARY COMPONENTS:

	1987/88 Regular	1987/88 Summer	1986/87 Regular	1986/87 Summer
Basic Skills	X	_	_	_
Tutoring/Content Areas	_	_	X	_
PASS	_	_	_	_
GED	_	_	_	_
Career/Voc Instruction	X	_	_	_
Dropout Retrieval	_	_	_	_
Summer Programs		_		_
ESL	_	_	X	_
Counseling	_	_	_	_
Work Study (Learn and Earn)	_	_	_	_
Enrichment	_	_	_	_
Parent Involvement/Training	X	_	X	_
Computer Training	_	_	_	_
Other				

Comments: (Special Components, etc.)

1=> Not secondary specific
2=> No summer specifics
3=> Not specific

MIGRANT EDUCATION SECONDARY ASSISTANCE (MESA)
STATE AND LOCAL ACTIVITY OVERVIEW

State: Missouri

Nancee Allan, Director, Migrant Education
Department of Elementary and Secondary Education
PO Box 480
Jefferson City, MO 65102
(314) 751-3543

Southeast Missouri Migrant Education Center

Keith Hill, Director
Malden, MO 63863
(314) 276-5228

Southwest Missouri Migrant Education Center

Tony Woodrum, Director
Monett, MO 65708
(417) 235-6534

State: Missouri

Summary 1987-88:

Emphasis is placed on vocational, tutoring, basic life skills as well as math, oral and written communication. ESL instruction and counseling are also provided. Missouri has planned programs for support services in health, dental, and social services and also a program for parental involvement. The summer program includes basic skills, career education, and counseling. The needs assessment includes MSRTS data and locally administered screening and diagnostic methods. There is no mention of secondary staff development.

Summary 1986-87:

Students will be assessed with the BRIGANCE Inventory of Essential Skills to find their appropriate grade level abilities. Identification and recruitment are conducted and MSRTS health and education records are established. Secondary tutorial services were provided during the regular term. Counseling was offered in both regular and summer terms. Hands-on vocational education programs are provided and also emphasize social development skills. The New Madrid County R-I School District offered food service, sewing, and small engine repair during the school day. The Lexington R-V School District offered auto mechanics, auto body, and sewing in a twelve-week evening program. ESL classes were offered in conjunction with that program. Career development programs used materials from "Project R-3" and simulation games to teach generalized work skills and

basic skills. Reading, oral language, math, and social development were also emphasized in career development. Library services included instructional supplies, materials and equipment for student use and teacher consultations on resource materials. Librarians assisted in identification and recruitment, Parent Advisory Committees, student achievement evaluations, and computerized instruction workshops for teachers and PAC members. Summer courses included basic skills and career education. Health and dental services were provided. Indirect services includes health referrals, programs on health topics, distribution of free brochures and hygiene supplies. Nurses updated MSRTS immunization records. Social services referrals were made as necessary. Inservice training will be provided by a vocational/ESL consultant for evening program teachers. The ESL teacher will have the opportunity to attend the State ESL conferences with all expenses paid.

State: Missouri

SECONDARY COMPONENTS:

	1987/88 Regular	1987/88 Summer	1986/87 Regular	1986/87 Summer
Basic Skills	X	X	X	X
Tutoring/Content Areas	X	–	X	–
PASS	–	–	–	–
GED	–	–	–	–
Career/Voc Instruction	X	X	X	X
Dropout Retrieval	–	–	–	–
Summer Programs		X		X
ESL	X	–	X	–
Counseling	X	X	X	X
Work Study (Learn and Earn)	–	–	–	–
Enrichment	–	–	–	–
Parent Involvement/Training	X	–	X	–
Computer Training	–	–	–	–
Other				

Comments: (Special Components, etc.)

1=> Not secondary specific
2=> No summer specifics
3=> Not specific

MIGRANT EDUCATION SECONDARY ASSISTANCE (MESA)
STATE AND LOCAL ACTIVITY OVERVIEW

State: Montana

Jay R. McCallum
ECIA Chapter 1 Director
Department of Special Services
Office of Public Instruction
Helena, MT 59620
(406) 444-3695

Flathead Valley Project

Jim Baker, Project Direct
East Slope Project
c/o Office of Public Instruction
Helena, MT 59620

Yellowstone Valley Projects

Gary Steruwald, Proj Dir
Billings Public Sch
Billings, MT 59101

Rich Alberta, Proj Dir
Bromberg Public School
Bromberg, MT 59209

John Trangmoe, Proj Dir
Glendive Public School
Glendive, MT 59330

Keith Fletcher, Proj Dir
Hardin Public Schools
Hardin, MT 59034

Glenn White, Proj Dir
Hysham Public Schools
Hysham, MT 59038

Brent Potts, Proj Dir
Sidney Public School
Sidney, MT 59270

State: Montana

Unique Program

Project: Glendive Summer Migrant Program

Contact: John Trangmoe
Migrant Program Director
Glendive Public Schools
800 Jefferson School Road
Glendive, MT 59330
(406) 365-4155

Description of Project:

The Glendive Summer Migrant Program is recognized by the Secretary's Initiative in 1989. For the past twenty years, this project has served the educational, health, and nutritional needs of migrant children. Program services include an emphasis on coordinating with homebase school staff to increase students' achievement, individualized instruction based on MSRTS records and local diagnostic assessment, parent and community involvement in special activities, and credit accrual through the P.A.S.S. program. An outreach instructor makes evening visits to secondary students' homes to assist them.

State: Montana

Summary 1987-88:

Parents are involved in advisory councils, as tutors, resource people, and on planning committees. There are recruiters, one per project site, who act as counselors, and liaisons between home, school and the community. There are nurses at each project site who will supervise health education and provide suggestions on improving health and nutrition. Basic skills, tutoring, career education, P.A.S.S., and counseling are provided. There are inservice workshops for secondary staff on P.A.S.S. and counseling. There is also a plan to modify and improve the existing secondary program so that students' needs for meeting requirements for secondary credit are met. There are plans for interstate coordination with Texas in using its Dropout Prevention Program materials that were prepared by the Texas Educational Agency through the University of Texas. Dental, medical, nutritional and psychological services are provided.

State: Montana

Summary 1986-87:

Tutorial services, counseling, language arts, math, science, music, health education, pre-vocational orientation and vocational skill training are provided. There is a P.A.S.S. program. There was effort to improve and modify the secondary program to ensure secondary credit acquisition. Bilingual staff are listed but not secondary specific. Inservice and preservice workshops are designed to increase self-awareness of staff's possible prejudices or biases toward migrant children. Staff received inservice on P.A.S.S. and counseling. Teaching skills will be upgraded through workshops dealing with academic subjects and Secondary Credit Exchange Program. Parents are involved with their children's education as resource people, chaperones, tutors, advisory council members and room mothers. Recruiters act as home/school/community liaisons and counselors. Medical, dental, nutritional and psychological services were provided.

State: Montana

SECONDARY COMPONENTS:

	1987/88 Regular	1987/88 Summer	1986/87 Regular	1986/87 Summer
Basic Skills	-	X	-	X
Tutoring/Content Areas	-	X	-	X
PASS	-	X	-	X
GED	-	-	-	-
Career/Voc Instruction	-	X	-	X
Dropout Retrieval	-	-	-	-
Summer Programs		X		X
ESL	-	-	-	-
Counseling	-	X	-	X
Work Study (Learn and Earn)	-	-	-	-
Enrichment	-	-	-	-
Parent Involvement/Training	-	X	-	X
Computer Training	-	-	-	-
Other	-	***	-	-

Comments: (Special Components, etc.)

*** Health education. Montana has a summer program only.

1=> Not secondary specific
2=> No summer specifics
3=> Not specific

MIGRANT EDUCATION SECONDARY ASSISTANCE (MESA)
STATE AND LOCAL ACTIVITY OVERVIEW

State: Nebraska

Dr. Elizabeth Alfred
Director, Migrant Education
State Department of Education
301 Centennial Mall South
Box 94987
Lincoln, NE 68509
(402) 471-3440

Migrant Centers

Floyd Colwell, Director
Grandview Elem School
615 Grand Avenue
Alliance, NE 69301
(308) 762-4519

Frank Kraft, Director
Gearing Junior High Sch
800 Q Street
Gearing, NE 69341
(308) 436-3129

Lionel Wickard, Director
Bayard Elem School
Bayard, NE 69334
(308) 586-1211

Unique Program

Project: Computer Lab Net

Contact: Terry Christianson
Grandview Elementary School
615 Grand Avenue
Alliance, NE 69301
(308) 762-4519

Description of Project:
Math and reading programs are individualized for students.

State: Nebraska

Summary 1987-88:

Nebraska operates a summer program only. The basic skills areas of language arts, reading, and math are provided. Individualized instruction in language arts and reading are provided. The math program is designed to meet individual differences. In these basic skills, interstate cooperation is promoted to extend the student's home-based programs. Bilingual education and opportunities to learn and appreciate one's cultural heritage are provided for non-English speaking students. A computer program is provided. P.A.S.S. is also offered. Inservices and conferences are listed but not specifically for secondary staff.

Summary 1986-87:

Nebraska follows the national goals of the Migrant Education Program which include: improvement of students' communication skills; special programs in academic disciplines; positive self-concept activities; prevocational and vocational skill training; appreciation and understanding of students' cultural differences; communications between interstate and intrastate programs to promote continuity in educational programs; coordination of all available resources to help migrant students; health services; home-school coordination; inservice and preservice workshops for staff. Nebraska also emphasizes basic skills. There were three six-week migrant summer school programs in Nebraska in 1987. A laboratory-based computer component was a new addition to the program. Pre-tests determined students instructional levels and a prescription was developed to individualize instruction to specific skill needs. Other courses mentioned in the summer program include language arts, social studies, arts, crafts, physical education and music. Industrial arts and home economics were

specified for older students. Support services and a swimming program were provided. A registered nurse took care of health needs at the site while vision and dental screening was taken care of by the Scottsbluff Migrant Health Office. There is a need to expand health and dental care at an existing site or an alternate one. Specifics for secondary staff include career education, vocational training, counseling for secondary students as well as alternative programs for them. Preservice staff meetings were held to review procedures and instructional materials, delineate responsibilities, set up schedules and classrooms, and prepare lesson plans. Local staff shared materials from migrant workshops. Directors and head teachers assisted staff during the summer with the individualized learning laboratories. Parent and community involvement included program planning, local and state Parent Advisory Council meetings, open houses, participation as teacher aides and in the take-home computer program.

State: Nebraska

SECONDARY COMPONENTS:

	1987/88 Regular	1987/88 Summer	1986/87 Regular	1986/87 Summer
Basic Skills	_	X	_	X
Tutoring/Content Areas	_	_	_	_
PASS	_	X	_	_
GED	_	_	_	_
Career/Voc Instruction	_	_	_	_
Dropout Retrieval	_	_	_	_
Summer Programs		X		X
ESL	_	_	_	_
Counseling	_	_	_	_
Work Study (Learn and Earn)	_	_	_	_
Enrichment	_	_	_	_
Parent Involvement/Training	_	X	_	X
Computer Training	_	X	_	_
Other				

Comments: (Special Components, etc.)

Summer program only. Computer Lab Net. Bilingual education was provided in 1987-88.

1=> Not secondary specific
2=> No summer specifics
3=> Not specific

MIGRANT EDUCATION SECONDARY ASSISTANCE (MESA)
STATE AND LOCAL ACTIVITY OVERVIEW

State: Nevada

Dr. James F. Ackley
Coordinator for Migrant Education Programs
State Department of Education
400 West King Street, Capitol Complex
Carson City, NV 89701
(702) 885-3136

Michael de la Torre
Consultant for Migrant Education Program
State Department of Education
400 West King Street, Capitol Complex
Carson City, NV 89701
(702) 885-3136

Nevada's Migrant Education Program is organized into 9 migrant school districts.

State: Nevada

Summary 1987-88:

Language arts, reading and math are the prime focus of secondary components. ESL and career counseling/guidance are mentioned but not specifically on the secondary level. There was only one secondary level summer program and it provided basic skills instruction. Parent and teacher consultation is used for the design and implementation of the project. No specifics for secondary staff development are indicated. Individual and small group instruction by using diagnostic and remedial methods will be coordinated with regular class instruction. Health, nutrition and ancillary services other than guidance and counseling are not provided with migrant funds but with district and community resources.

Summary 1986-87:

Basic skills, ESL and individualized instruction using diagnostic and remedial methods that are coordinated in the regular class instruction are listed but not secondary specific. Guidance and career counseling are support services that the LEAs encourage schools to provide. Inservice training on the Secondary Credit Transfer Systems, Migrant Skills, and technical assistance are listed. Migrant parents will receive workshops on available services for their children.

State: Nevada

SECONDARY COMPONENTS:

	1987/88 Regular	1987/88 Summer	1986/87 Regular	1986/87 Summer
Basic Skills	X	X	X	_
Tutoring/Content Areas	X	_	X	_
PASS	_	_	_	_
GED	_	_	_	_
Career/Voc Instruction	_	_	_	_
Dropout Retrieval	_	_	_	_
Summer Programs		X		_
ESL	X	_	X	_
Counseling	X	_	X	_
Work Study (Learn and Earn)	_	_	_	_
Enrichment	_	_	_	_
Parent Involvement/Training	X	_	X	_
Computer Training	_	_	_	_

Other

Comments: (Special Components, etc.)

1=> Not secondary specific
2=> No summer specifics
3=> Not specific

MIGRANT EDUCATION SECONDARY ASSISTANCE (MESA)
STATE AND LOCAL ACTIVITY OVERVIEW

State: New Hampshire

Susan G. Rowe, Coordinator
Migrant Education Program
State Department of Education
State Office Park South
101 Pleasant Street
Concord, NH 03301
(603) 271-2717

141131

State: New Hampshire

Summary 1987-88:

Individual tutoring in language arts, math and social sciences is the focused area of service as well as individual or small group counseling. Staff home visits and "Step Beyond" materials that are sent in the mail encourage parent involvement with their children's education. All parents are encouraged to be an active part in the migrant program. There are no identified Spanish-speaking migrants in the state. No specifics for secondary staff development are mentioned but a workshop in math or science and possibly one in language arts/reading are mentioned. Other workshops will strengthen instructional services. The state mails a monthly family newsletter that includes descriptions of the agency. Beginning in June of 1988, New Hampshire sent quarterly family packets that included information about JTPA summer employment and training, migrant program services, and books. Dropout youth received two mailings about G.E.D. programs and about High School Equivalency programs in Florida and New York. These youth also received advocacy in regard to child care, job training, and social services. Secondary students were invited to apply for the New York State Summer Leadership Conference and the fall reunion.

Summary 1986-87:

Individual tutoring in math, language arts, and social sciences and counseling for individuals and small groups are included. Parents are involved on advisory councils and through home visits. A newsletter to migrant families keeps them informed of program needs and activities. There are conferences and workshops but no specifics for secondary staff. "Step Beyond" collects discarded materials from industry and uses them as teaching materials on migrant programs.

State: New Hampshire

SECONDARY COMPONENTS:

	1987/88 Regular	1987/88 Summer	1986/87 Regular	1986/87 Summer
Basic Skills	_	_	_	_
Tutoring/Content Areas	X	_	X	_
PASS	_	_	_	_
GED	_	_	_	_
Career/Voc Instruction	_	_	_	_
Dropout Retrieval	X	_	_	_
Summer Programs		_		X
ESL	_	_	_	_
Counseling	X	_	X	_
Work Study (Learn and Earn)	_	_	_	_
Enrichment	_	_	_	_
Parent Involvement/Training	X	_	X	_
Computer Training	_	_	_	_

Other

Comments: (Special Components, etc.)

1=> Not secondary specific
2=> No summer specifics
3=> Not specific

MIGRANT EDUCATION SECONDARY ASSISTANCE (MESA)
STATE AND LOCAL ACTIVITY OVERVIEW

State: New Jersey

Dr. Sylvia Roberts, Director
Division of Compensatory-Bilingual Education
State Department of Education
225 West State Street
Trenton, NJ 08625
(609) 984-2101

Howard Shelton
Director, Migrant Education Program
State Department of Education
225 West State Street
Trenton, NJ 08625
(609) 633-6941

Atlantic City LEA

José A. Almanza, Bilingual/
Migrant Coordinator
Atlantic City Pub Sch Dist
1809 Pacific Avenue
Atlantic City, NJ 08401
(609) 344-1325

Bridgeton LEA

Christina H. Miles, Coord
Chapter I/Migrant Programs
Bridgeton Board of Education
Administration Building
Bank Street
Bridgeton, NJ 08302
(609) 455-8030

Buena Regional LEA

Joyce Soboloski, Dir of
St and Fed Programs
Buena Regional Sch Dist
Main Avenue
Richland, NJ 08350
(609) 697-0177

Burlington County Cooperative LEA

Marie V. Akins, Coord
State and Federal Progs
Burlington City Sch Dist
Wilbur Watts Middle School
High Street
Burlington, NJ 08016
(609) 387-2614

Camden City LEA

Elaine Reustle, Super of
ESL/Migrant Projects
Camden City Bd of Educ
Administration Building
1656 Kaighn Avenue
Camden, NJ 08103
(609) 541-1181

Central-Northern Migrant Education Office LEA

Patrick Garzillo, Proj Coord
South Brunswick Central-
Northern Migrant
35 Cambridge Rd
Room 6A, Cambridge School
Kendall Park, NJ 08824
(201) 297-7733

State: New Jersey

Gloucester County Educational Services Commission

Catherine R. Springsted
Itinerant Migr Teacher/Coord
PO Box 8, Herbert Bldg
Sewell, NJ 08080
(609) 468-2015

Greater Egg Harbor Regional LEA

Anthony J. Panarelle,
Supervisor, Migr Prog
Greater Egg Harbor Reg'l
High School Dist
One Cologne Avenue
Mays Landing, NJ 08330
(609) 625-2242

Hammonton LEA

Joseph A. Sacco, Super
of St and Fed Progs
Hammonton Elem School
601 North Fourth Street
Hammonton, NJ 08037
(609) 567-7065

Migrant IDT/Goals for Youth Project

Gloucester County Educational
Services Commission
Kathy Freudenberg, Director
Special Projects Office
PO Box 8, Herbert Building
Sewell, NJ 08080
(609) 468-2015

Mullica Township LEA

Mileidy Martine, Migr
Proj Mgr/Coord
Mullica Township Sch Dist
PO Box 318
Elwood, NJ 08217
(609) 561-3008

Penns Grove-Carney's Point LEA

Barbara J. DeMore, Asst Coord
of Curriculum/Instruct
Penns Grove-Carney's Point
Reg'l School Dist
113 West Harmony Street
Penns Grove, NJ 08069
(609) 299-4477

Pleasantville LEA

Richard E. Mower, Director
of Funded Progs (Coord)
Pleasantville Board of Ed
West Decatur Avenue
Pleasantville, NJ 08232
(609) 645-3990

Sussex County Educational Services Commission LEA

Patricia J. Pfeil, Coord/Couns
Sussex Cty Educ'l Servs Commis
3 Main Street
Newton, NJ 07860
(201) 383-2343

Vineland LEA

Melvin R. Scott, Jr., Super
Compensatory & Federally
Funded Programs
Vineland Board of Education
625 Plum Street
Vineland, NJ 08360
(609) 692-3798

Woodstown Summer Co-op LEA

Mary Ann Rende, Dir of Curr
Woodstown Public Schools
135 East Avenue
Woodstown, NJ 08098
(609) 769-0144

State: New Jersey

Summary 1987-88:

Secondary students are provided with reading, math and writing skills, ESL, computer literacy, career orientation, vocational education, counseling and goal-setting activities. They will also receive health services as screenings and physical exams, inoculations (if necessary), nutrition and referral services. The plan calls for implementing the Goals for Youth project which aims to reduce the dropout rate, improve motivation and self-image. New Jersey will also participate in other interstate dropout prevention activities. Workshops and inservices are not secondary specific but include improving instruction for Limited English Proficiency students. Parents are involved on the statewide parent advisory council.

Summary 1986-87:

There is a greater level of emphasis for secondary migrant students in the state. These students receive ESL, computer literacy, basic skills instruction, goal-setting skills, career-orientation, vocational education and counseling. They also receive vision, dental and health screenings, physical exams, inoculations (if needed), nutrition and referral services. Inservice for secondary curriculum development and dropout prevention through special projects and alternative education are held. Other workshops are not secondary specific. Some parents are involved on the Statewide Parental Advisory Council and receive training at three regional meetings during the year.

State: New Jersey

SECONDARY COMPONENTS:

	1987/88 Regular	1987/88 Summer	1986/87 Regular	1986/87 Summer
Basic Skills	X	_	X	_
Tutoring/Content Areas	_	_	_	_
PASS	X	X	X	X
GED	X	_	_	_
Career/Voc Instruction	X	_	X	_
Dropout Retrieval	_	_	_	_
Summer Programs		X		X
ESL	X	_	X	_
Counseling	X	_	_	_
Work Study (Learn and Earn)	_	_	_	_
Enrichment	_	_	_	_
Parent Involvement/Training	X	_	X	_
Computer Training	X	_	X	_
Other	*			

Comments: (Special Components, etc.)

* Dropout prevention - regular terms 1987/88 and 1986/87.

1=> Not secondary specific
2=> No summer specifics
3=> Not specific

MIGRANT EDUCATION SECONDARY ASSISTANCE (MESA)
STATE AND LOCAL ACTIVITY OVERVIEW

State: New Mexico

Gilbert Martínez, Director
Chapter 1, ECIA
State Department of Education
Santa Fe, NM 87501-2786
(505) 827-6534

Migrant Program Specialist

Tony Archuleta
Chapter 1, Migrant Education Program
2611 Eubank Street, N.E.
Aztec Complex
Albuquerque, NM 87112
(505) 293-4650

Unique Programs

Project: High School Equivalency Program

Contact: David H. Grant
University of New Mexico
120 Vassar S.E.
Albuquerque, NM 87106
(505) 277-6018

Description of Project:

This HEP offers commuter programs which are located in the following sites: Anthony, Deming, Isleta, Las Cruces, Southwest Indian Polytech in Albuquerque, University of New Mexico at Albuquerque, and University of New Mexico at Valencia. There are four ten-week cycles that are open-entry. Students receive G.E.D. preparation in English and Spanish. Referrals are made to vocational programs. This HEP serves 421 students, some of whom are carryovers from the previous year.

State: New Mexico

Project: High School Equivalency Program

Contact: Juan García
Northern New Mexico Community College
Planning and Development
General Delivery
El Rito, NM 87530
(505) 581-4434

Description of Project:

There are three sites for this HEP which are located in El Rito, Espanola and Taos, New Mexico. The Espanola HEP has a day program and one that operates during the afternoon and evening. Students enrolled in that program are commuters but are provided with opportunities to take a bus to the residential setting at El Rito. HEP in El Rito is both a residential and commuter program. The Taos program is for commuters. If there is a need for a HEP in Tierra Amarilla, an instructor will be sent. The program's emphasis is a student-centered, and student-driven one. It is open-entry/open-exit and serves an average of 95 students per year. Most instruction is in English although staff have the ability to teach in Spanish if necessary. Students receive a stipend based on attendance. They also receive free books, have access to the college's counselors, developmental studies faculty, and tutoring. The majority of vocational instructors allow students who complete the G.E.D. early to sit in their classes for career awareness. Students in the El Rito program have access to public instruction in meat-cutting, cosmetology, and barbering which is usually provided in private schools. The diesel maintenance program also draws in many students. Next year's plans include enrolling HEP students in introductory vocational classes and working on the G.E.D.

State: New Mexico

Summary 1987-88:

Language arts, reading, math, computer training, career/vocational training and individualized instruction in ESL are provided for secondary students. Counseling and guidance services as well as work-study are available. Youth-Tutoring-Youth is cited as a specific work-study job. Potential dropouts will be identified and provided counseling and related services. New Mexico uses the following Section 143 materials: P.A.S.S., Migrant Dropout Reconnection Program, Interstate Migrant Secondary Team Project, and Migrant Education Program Improvement Center. Dental, visual and auditory screening and follow-up treatment are provided along with nutrition education and clothing services (if needed). Secondary staff is not specifically included in inservice training but training for career awareness, ESL, language arts, and math and MSRTS procedures and requirements are available. Parents and home/school liaisons will receive training. Nurses will receive training on using MSRTS health records and reporting that data through MSRTS.

State: New Mexico

Summary 1986-87:

The needs assessment indicates that language arts, including reading skills, are the main priority for secondary students. Math and career awareness are also indicated. Language arts, reading, math, ESL, computer training, career/vocational education and work study are provided on the secondary component. Tutoring is provided individually or in small groups. The work-study job cited is Youth-Tutoring-Youth. Counseling and guidance are available to help students set career goals. No specifics for secondary staff are given but inservice training on the MSRTS Skills Components, MSRTS procedures and requirements, career awareness, ESL, language arts, math, and eligibility/enrollment regulations and requirements are provided. Staff involved with identification and recruitment will have received at least one inservice before they begin the process. Community liaison personnel receive training in locating, identifying, and enrolling eligible migrant students as per federal guidelines. Nurses will receive pre-service training on using MSRTS health records and reporting health data through MSRTS. Parents are involved on advisory councils on the state and local levels as well as being consulted about planning, operating and evaluating the state Migrant Education Program.

State: New Mexico

SECONDARY COMPONENTS:

	1987/88 Regular	1987/88 Summer	1986/87 Regular	1986/87 Summer
Basic Skills	X	_	X	_
Tutoring/Content Areas	X	_	X	_
PASS	X	_	_	_
GED	_	_	_	_
Career/Voc Instruction	X	_	X	_
Dropout Retrieval	X	_	_	_
Summer Programs		_		2
ESL	X	_	X	_
Counseling	X	_	X	_
Work Study (Learn and Earn)	X	_	X	_
Enrichment	_	_	_	_
Parent Involvement/Training	X	_	X	_
Computer Training	X	_	X	_
Other	***			

Comments: (Special Components, etc.)

*** Other components include: Dropout prevention and Nutrition education, 1987-88 regular term. Youth-Tutoring-Youth work study, Migrant Dropout Reconnection Program were available in both years.

1=> Not secondary specific
2=> No summer specifics
3=> Not specific

MIGRANT EDUCATION SECONDARY ASSISTANCE (MESA)
STATE AND LOCAL ACTIVITY OVERVIEW

State: New York

Richard Bove, Director
School Improvement and Migrant Education
State Education Department
Room 883 EBA
Albany, NY 12234
(518) 474-1233

Batavia Migrant Tutorial Outreach Program

Margaret Raley, Director
Batavia City Schools
39 Washington Avenue
Batavia, NY 14020
(716) 343-2480 Ext 246

Brockport Migrant Tutorial Outreach Program

Sister Beverly Baker, Coordinator
Cooper Hall
SUNY College at Brockport
Brockport, NY 14420
(716) 395-2356

Cortland Migrant Tutorial Outreach Program

Barbara Wyman, Coordinator
SUC at Cortland
B-105 Van Hoesen Hall
Cortland, NY 13045
(607) 753-4706

East Bloomfield Migrant Tutorial Outreach Program

Pat Crowley, Director
East Bloomfield Central School
Oakmount Avenue
East Bloomfield, NY 14443
(716) 657-7161

Fredonia Migrant Tutorial Outreach Program

Dr. James F. Symula, Director
Patricia Muldowney, Coordinator
2145 Fenton Hall
SUC at Fredonia
Fredonia, NY 14063
(716) 673-3526

State: New York

Mohawk Regional Migrant Tutorial Outreach Program

Mary Kline, Coordinator
Herkimer County BOCES
400 Gros Boulevard
Herkimer, NY 13350
(315) 867-2085

New Paltz Migrant Tutorial Outreach Program

Margaret Taylor, Director
SUC at New Paltz
304 van den Berg Learning Center
PO Box 250
New Paltz, NY 12561
(914) 257-2962

Oneonta Migrant Tutorial Outreach Program

Edward K. Griesmer, Director
Lorrie Wolverton, Coordinator
SUC at Oneonta
310 Bugbee School
Oneonta, NY 13820
(607) 431-3353
(607) 432-6511

Oswego Migrant Tutorial Outreach Program

Barbara Iwinski, Director
Oswego County BOCES
County Route 64
Mexico, NY 13114
(315) 963-7251 Ext 265/266

North Country Migrant Tutorial Outreach Program

William Davis, Director
Dorothy Mallam, Coordinator
SUC at Potsdam
100 Satterlee Hall
Potsdam, NY 13676
(315) 267-2503
(315) 267-2514

Capital District Migrant Tutorial Outreach Program

Diane Albano, Director
Rensselaer-Columbia-Greene BOCES
PO Box 26
Brookview, NY 12026
(518) 732-7266

State: New York

Suffolk Migrant Tutorial Outreach Program

Sharon A. Fagan, Director
Sister Margaret Quigley, Coordinator
Suffolk County BOCES 1
313 West Main Street
Riverhead, NY 11901
(516) 727-1984
(516) 727-1692

Wayne-Finger Lakes Migrant Tutorial Outreach Program

Basil J. Dobush, Director
Deborah Miller, Coordinator
North Rose-Wolcott Central School
Salter Road
Wolcott, NY 14590
(315) 587-2352

Cornell Migrant Program
Ithaca Office

Herbert J. Engman, Project Director
Department of Human Development and Family Studies
G-27 Martha Van Rensselaer Hall
Cornell University
Ithaca, NY 14853
(607) 255-2243

Albany Office

Molly Nye, Project Leader, Communications
257 Osborne Road
Edoral Building
Loudonville, NY 12211
(518) 453-1866/1868

Wayne County Office

Kay Embrey and Kathy Fox, Project Leaders
Box 181
Alton, NY 14413
(315) 483-4092

State: New York

Unique Programs

Project: High School Equivalency Program

Contact: Arlene Way, HEP Coordinator
SUNY New Paltz
Mid-Hudson Migrant Education Program
HEP Program
Van den Berg Learning Center - 304
New Paltz, NY 12561
(914) 257-2949

Description of Project:
This HEP has a residential, commuter, and home-study course to prepare students for the G.E.D. By the fall of 1989, there will be four residential cycles of eight weeks each at the university. Fifteen students are served in each cycle and receive stipends, room and board. Counseling and post-program placement services are provided. Commuter programs are offered in three sites (Riverhead, Goshen, and Pine Plains) which are accessible to farmworkers. Intensive ESL is provided in the commuter programs if the need exists. Transportation to the residential program and in Ulster and Orange Counties is also provided. The home-study program is based in Potsdam.

Project: Migrant Programs, SUNY Oneonta Office

Contact: Robert Apicella, Coordinator
308 Bugbee School
Oneonta, NY 13820
(607) 432-0781

Description of Project:
This office coordinates the Adolescent Outreach Program, Summer Program, Alternative Education, Grant Writing, Research, and Interstate Activities.

State: New York

Project: Summer Leadership Conference

Contact: Lorrie Wolverton
Bugbee School
Oneonta, NY 13820
(607) 432-6511

Description of Project:

This is a week-long program held in July at the SUNY campus at Oneonta for 30 migrant students from New York and surrounding states. Students are required to take courses in study skills and career exploration but they have their choice of electives such as photography, creative writing, dramatics and CPR. The program also gives leadership training, small group counseling, and a day dedicated to going to college classes and touring a local campus. The conference ends with a formal dinner, awards, and students' speeches. All participants receive a $50 stipend for attending.

State: New York

Summary 1987-88 and 1986-87 (Taken from the 4 Year Plan):

Basic skills, tutoring, P.A.S.S., career/vocational instruction, work study, enrichment are provided year-round. Parent involvement/training, and dropout retrieval are available during regular terms. The Adolescent Outreach Program includes career development, life skills counseling, advocacy and work experience in the student's academic program. Adolescent Outreach Program service options include direct and indirect services such as G.E.D., G.R.A.S.P. (Giving Rural Adults a Study Program), HEP, JTPA, etc. During the summer programs, remedial coursework, course make-up and completion are stressed. ESL is also available during summers. Counseling services are provided in both terms. Referrals are made to appropriate community services for support service needs. Health and dental services may be provided by the migrant program by a voucher system in some cases. New York has state and local parent advisory councils and encourages strong parental involvement as a component in dropout prevention. There are two statewide Adolescent Outreach Program meetings. The New York State Migrant Education Conference at Silver Bay is for all adolescent counselors and other migrant staff. Staff receive mailings about upcoming conferences and other information of interest. 143 Grants for Migrant Education include GRAPE (Grade Retention and Placement Evaluation), MAP (Migrant Attrition Project), CAPR/CAPM (Computer Assisted Placement in Reading/Mathematics), MENTOR (Migrant Educator's National Training Outreach), Step Beyond. During 1986-87 there was also ESCAPE (Eastern Stream Child Abuse Education) and Career Education Material Coordination for Migrant Youth. In 1987-88 there was also a training video for parents on Migrant Special Education.

State: New York

SECONDARY COMPONENTS:

	1987/88 Regular	1987/88 Summer	1986/87 Regular	1986/87 Summer
Basic Skills	X	X	X	X
Tutoring/Content Areas	X	X	X	X
PASS	X	X	X	X
GED	X	X	X	X
Career/Voc Instruction	X	X	X	X
Dropout Retrieval	X	_	X	_
Summer Programs		X		X
ESL	_	X	_	X
Counseling	X	X	X	X
Work Study (Learn and Earn)	X	X	X	X
Enrichment	X	X	X	X
Parent Involvement/Training	X	_	X	_
Computer Training	_	_	_	_
Other	***		***	

Comments: (Special Components, etc.)

*** Dropout prevention, Advocacy. Summer Leadership Conference. Adolescent Outreach Program.

1=> Not secondary specific
2=> No summer specifics
3=> Not specific

MIGRANT EDUCATION SECONDARY ASSISTANCE (MESA)
STATE AND LOCAL ACTIVITY OVERVIEW

State: North Carolina

Dan Pratt, Director
Support Programs/Migrant Education
State Department of Public Instruction
Raleigh, NC 27611
(919) 733-3972

Louise Ball, Consultant
Janis Carroll, Consultant

LOCAL SCHOOL UNITS WITH MIGRANT PROJECTS: 52

Northeast Region 1

Wendell Hall, Prog Coord
PO Box 1028
Williamston, NC 27892
(919) 792-5166

Southeast Region 2

Patrick Normanly,
Prog Coord
612 College Street
Jacksonville, NC 28540
(919) 455-8100

Central Region 3

James G. Knox,
Prog Coord
PO Box 549
Knightdale, NC 27545
(919) 266-9282

South Central Region 4

Donald L. Carter,
Prog Coord
PO Box 786
Carthage, NC 28327
(919) 947-5871

North Central Region 5

Emmett Kimbrough, Prog Coord
PO Box 21889
Greensboro, NC 27420
(919) 379-5764

Southwest Region 6

Beverly Madrin, Prog Coord
2400 Hildebrand Street
Charlotte, NC 28216
(704) 392-0378

Northwest Region 7

Garland Hill, Prog Coord
303 East Street
North Wilkesboro, NC 28659
(919) 667-2191

Western Region 8

Mack E. Canipe, Prog Coord
102 Old Clyde Road
Canton, NC 28716
(704) 648-6960

State: North Carolina

Summary 1987-88:

Basic skills are emphasized but instruction is included in the arts, social studies, natural science, and occupations. Regular term instruction will be basically tutorial; summer term will have both tutorial and small group instruction. ESL, cultural enrichment, social adjustment, guidance counseling, health/dental services, clothing, nutrition, psychological services are provided for secondary students as needs for such services are evidenced. Summer projects will serve pre-vocational and vocational needs. Parent involvement and staff development are additional components of the state plan.

Summary 1986-87:

Tutoring is provided individually or in small groups. Among the instructional areas provided for secondary students are basic skills, social studies, natural science, arts, and occupations. Guidance counseling, psychological services, social adjustment, health/dental and nutritional services, ESL, cultural enrichment and clothing are also provided as needs arise. Secondary staff may attend the Annual State Migrant Education Workshop. Special attention will be focused on the needs of staff working with non-English speaking children. Parent involvement is also a component of the state plan.

State: North Carolina

SECONDARY COMPONENTS:

	1987/88 Regular	1987/88 Summer	1986/87 Regular	1986/87 Summer
Basic Skills	X	_	X	_
Tutoring/Content Areas	X	X	X	_
PASS	_	_	_	_
GED	_	_	_	_
Career/Voc Instruction	X	X	X	_
Dropout Retrieval	_	_	_	_
Summer Programs		X		X
ESL	X	_	X	_
Counseling	X	_	X	X
Work Study (Learn and Earn)	_	_	_	_
Enrichment	X	_	X	_
Parent Involvement/Training	X	_	X	_
Computer Training	_	_	_	_
Other	***		***	

Comments: (Special Components, etc.)

*** Social Adjustment.

1=> Not secondary specific
2=> No summer specifics
3=> Not specific

MIGRANT EDUCATION SECONDARY ASSISTANCE (MESA)
STATE AND LOCAL ACTIVITY OVERVIEW

State: North Dakota

Curtis O. Stahl
Chapter 1, Migrant Administrator
Department of Public Instruction
600 Boulevard East
Bismarck, ND 58505
(701) 224-2282

Regular Term Area

Mrs. Finley Johnson
Nash Public School
Nash, ND 58264
(701) 352-0894

Summer Term Areas

Kevin O'Leary
Cavalier Public School
Cavalier, ND 58220
(701) 265-8417

Bill Schumacher
Hillsboro Public School
Hillsboro, ND 58045
(701) 436-4371

Richard Ray
Manvel Public School
Manvel, ND 58256
(701) 696-2212

Lincoln Napton
Trenton Public School
Trenton, ND 58853
(701) 774-8221

Wally Feltman
Grafton Public School
Grafton, ND 58237
(701) 352-1739 (during regular term)

Jim Kroshus
Kindred-Davenport Public School
Davenport, ND 58021
(701) 428-3388

Perry Bakke
Thompson Public School
Thompson, ND 58278
(701) 599-2765

Clark Williams
Wahpeton Public School
Wahpeton, ND 58075
(701) 642-2604

State: North Dakota

Summary 1987-88:

There were eight sites from May through July that operated 27-30 days. During the regular term, there were two sites. There was statewide recruitment. In North Dakota's summer program, basic skills are emphasized in the migrant education curriculum during morning sessions. Afternoon classes included industrial arts, physical education, home economics, art, and music. Swimming lessons and field trips were also provided. Tutorial services were offered. Nonacademic activities were added to the curriculum to build student self-esteem and self-confidence. Health, nutritional, and transportation services were provided. Summer inservices included general program orientation, MSRTS use, curriculum needs, techniques for grouping, instructional objectives, use of teacher aides, student placement and diagnosis, and migrant culture. Parents were involved in state and local Parent Advisory Councils.

Summary 1986-87:

Two sites operated during the regular school year. No specifics are given. North Dakota operated a six week summer program that emphasized basic skills, physical education, industrial arts, home economics, art and music. Tutoring is provided on most of the educational services. Field trips and swimming lessons also were provided. Audio, vision, dental and medical screenings were conducted by center nurses, migrant health program physicians and dentists. Transportation and nutritional services were provided. All personnel receive training conferences appropriate for the position they hold. Summer inservice training for staff included program orientation, use of MSRTS, curriculum needs, grouping techniques, use of

State: North Dakota

teacher aides, instructional objectives, orientation to migrancy, student placement and diagnosis. Parent Advisory Council members also receive training. Parent Advisory Councils operate on the state and local levels. The members received information on state and federal regulations, state and local resources available for serving migrant children and program development purposes.

State: North Dakota

SECONDARY COMPONENTS:

	1987/88 Regular	1987/88 Summer	1986/87 Regular	1986/87 Summer
Basic Skills	X	X	X	X
Tutoring/Content Areas	_	X		X
PASS	_	_	_	_
GED	_	_	_	_
Career/Voc Instruction	_	_	_	_
Dropout Retrieval	_	_	_	_
Summer Programs		X		X
ESL	_	_	_	_
Counseling	_	_	_	_
Work Study (Learn and Earn)	_	_	_	_
Enrichment	_	X	_	X
Parent Involvement/Training	_	X	_	X
Computer Training	_	_	_	_

Other

Comments: (Special Components, etc.)

No other specifics for regular term are given.

1=> Not secondary specific
2=> No summer specifics
3=> Not specific

MIGRANT EDUCATION SECONDARY ASSISTANCE (MESA)
STATE AND LOCAL ACTIVITY OVERVIEW

State: Ohio

Thomas Wilson, Assistant Director
Division of Federal Assistance
933 High Street
Worthington, OH 43085
(614) 466-4161

Rosendo Rodriguez
Migrant Education Consultant
Division of Federal Assistance
933 High Street
Worthington, OH 43085
(614) 466-4161 Ext. 252

Ohio's Migrant Education Program is organized into 23 migrant school districts.

Unique Program

Project: Vanguard-Sentinel Summer Migrant Program

Contact: Gary A. Ruggiero, Director
Vanguard-Sentinel Migrant Summer Program
1306 Cedar Street
Fremont, Ohio 43420
(419) 332-2626

Description of Project:

This project, recognized by the Secretary's Initiative in 1989, is an evening program from mid-June to mid-July. Students in grades 9-12 gain one-half unit of credit or accrue hours in English, Social Studies, Science, or Mathematics according to homebase requirements and parent and student needs. ESL is also available. Computer Literacy/Family Living is a new course for 7th and 8th grade students. Parent involvement is emphasized through Parent Night activities, Health Fair programs, parent/student surveys, and camp visitations by the director and recruiters. Students who have earned one-half credit receive a Certificate of Award at the program's Graduation Night and a copy of the Secondary Credit Reporting Form.

State: Ohio

Summary 1987-88:

Tutorial services in oral language development, reading, and math are provided on the pull-out model. Summer program provides basic skills to currently migratory students first, then to formerly migrant students who can be served without diluting services to the first group. Evening programs are provided when needed on the summer program for secondary students. P.A.S.S. was available. Health and nutritional needs will be assessed and a plan will be developed for providing emergency medical and dental services. There is no indication of secondary staff development or a needs assessment.

Summary 1986-87:

Basic skills, tutorial services, counseling are provided. P.A.S.S. was available. Parents are involved on advisory councils. They may also do volunteer work or have employment on migrant programs, assist with the recruitment and identification of children, attend open house or special programs, receive individual conferences and make classroom visits. Program funds will be used for emergency medical and dental needs. Funds from other state agencies will be sought. No secondary staff development is indicated.

State: Ohio

SECONDARY COMPONENTS:

	1987/88		1986/87	
	Regular	Summer	Regular	Summer
Basic Skills	X	X	X	_
Tutoring/Content Areas	X	_	X	_
PASS	X	X	X	X
GED	_	_	_	_
Career/Voc Instruction	_	_	_	_
Dropout Retrieval	_	_	_	_
Summer Programs		X		X
ESL	_	_	_	_
Counseling	_	_	X	_
Work Study (Learn and Earn)	_	_	_	_
Enrichment	_	_	_	_
Parent Involvement/Training	_	_	X	_
Computer Training	_	_	_	_
Other				

Comments: (Special Components, etc.)

1=> Not secondary specific
2=> No summer specifics
3=> Not specific

MIGRANT EDUCATION SECONDARY ASSISTANCE (MESA)
STATE AND LOCAL ACTIVITY OVERVIEW

State: Oklahoma

Keith Stone
Administrative Officer
Migrant Program
State Department of Education
2500 North Lincoln, Suite I-33
Oklahoma City, OK 73105
(405) 521-2847

Oklahoma's Migrant Education Program is organized into 34 migrant school districts.

State: Oklahoma

Summary 1987-88:

Basic skills, ESL, and career awareness are indicated but not specified for secondary. There is no mention of specific secondary staff development but inservice for MSRTS, recruitment and basic skills is mentioned. Instructional programs are designed to increase students' self-esteem, attain grade levels, improve basic skills, and gain knowledge of career options. Needs assessment prioritized basic skills and support services.

Summary 1986-87:

Tutorial services in the basic skills are provided. This includes language arts, reading, math, social studies and science. A bilingual aide under the supervision of the regular teacher provides ESL/bilingual assistance. Secondary staff are required to attend a migrant workshop in Texas and MSRTS training workshops. There is also a reading, language arts, math, and/or ESL workshop that is not specifically mentioned for secondary staff. Migrant students received vocational/career awareness, cultural awareness, social work, guidance, psychological services, health exams, screenings, referrals, dental and nutritional services though these were not specifically for the secondary level.

State: Oklahoma

SECONDARY COMPONENTS:

	1987/88		1986/87	
	Regular	Summer	Regular	Summer
Basic Skills	1	–	X	–
Tutoring/Content Areas	–	–	X	–
PASS	X	X	X	X
GED	–	–	–	–
Career/Voc Instruction	1	–	–	–
Dropout Retrieval	–	–	–	–
Summer Programs		X		X
ESL	1	–	X	–
Counseling	–	–	–	–
Work Study (Learn and Earn)	–	–	–	–
Enrichment	–	–	–	–
Parent Involvement/Training	–	–	–	–
Computer Training	–	–	–	–
Other				

Comments: (Special Components, etc.)

1986-87: Bilingual aide works on the program. Science and social studies were provided.

1=> Not secondary specific
2=> No summer specifics
3=> Not specific

MIGRANT EDUCATION SECONDARY ASSISTANCE (MESA)
STATE AND LOCAL ACTIVITY OVERVIEW

State: Oregon

José D. García
Migrant Education Coordinator
State Department of Education
700 Pringle Parkway, SE
Salem, OR 97310
(503) 373-1378

Clackamas County

Richard King
Project Coordinator
Clackamas ESD
PO Box 216
Marylhurst, OR 97036
(503) 635-0554

Jackson County

Pamela J. Lucas
Coordinator
Migrant Education
5465 S Pacific Hwy
Talent, OR 97540
Mail to: 101 N Grape St
Medford, OR 97501
(503) 776-8520

Lake County

Tolley Lauretti
Project Director
Lake County ESD
118 South E Street
Lakeview, OR 97630
(503) 947-3371

Malheur County
Ontario School District

Lawrence Larsen
Malheur Coordinator
Migrant Service Ctr
1115 N Idaho
Ontario, OR 97914
(503) 881-1351

Hood River County

Doug Mahurin
Project Coordinator
Hood River Cty Schools
Dist Off, PO Box 920
Hood River, OR 97031
(503) 386-2511

Klamath Falls City Sch Dist

Charles Fries
Chapter 1 Migrant Director
Klamath Falls SD 1
2554 Main Street
Klamath Falls, OR 97601
(503) 883-4746

Malheur County
Nyssa School District

Dorothy Bivins
Title 1 Coordinator
Nyssa Primary Schools
Nyssa, OR 97913
(503) 372-3582

Marion/Yamhill Counties

John Little
Area Coordinator
Marion ESD
Migrant Education Proj
3400 Portland Road NE
Salem, OR 97303
(503) 588-5361

State: Oregon

Multnomah County Portland Public Schools

Jose Romero
Project Coordinator
Portland Public Schools
Child Service Center
531 SE 14th Avenue
Portland, OR 97214
(503) 280-6248

Umatilla/Morrow Counties

Kay Fenimore-Smith
Program Director
Umatilla ESD
PO Box 38
Pendleton, OR 97801
(503) 276-6616

Washington County Banks/Gaston Sch Dists

Terri Amacher
Spec Education Dir
Banks Elementary Sch
PO Box 367
Banks, OR 97106
(503) 342-2772

Washington County Groner/North Plains School Districts

Felicia Merrick
Area Coord/Teacher
North Plains Elem
PO Box 190
North Plains, OR 97133
(503) 647-2291

Migrant Education Service Center

Merced Flores
Supervisor/Identification
& Recruitment/Insurance
Migrant Educ Serv Ctr
Admin Bldg, 2nd Floor
700 Church Street SE
Salem, OR 97301
(503) 378-6853

Polk County

Jan Burks
Area Coordinator
Central School District
1610 Monmouth Street
Independence, OR 97351
(503) 838-0030

Wasco County

Earl Down, Director
Superintendent's Office
200 E 10th
The Dalles, OR 97058
(503) 296-2139

Washington County Forest Grove Sch Dist 15

Bob Gales, Director
Forest Grove
1728 Main Street
Forest Grove, OR 97116
(503) 357-6171

Washington County Hillsboro UHS Dist 3Jt

Henry Wiens, Dist Dir
District Office
645 NE Lincoln
Hillsboro, OR 97124
(503) 640-4631

State: Oregon

Unique Programs

Project: Career Fairs

Contact: Al Lugo
700 Church Street NE
Salem, OR 97301
(503) 378-6853

Description of Project:
There are two Career Fairs held in the eastern and western parts of the state to expose migrant students to a variety of career options. The eastern one serves approximately 200 students while the western fair serves approximately 400. In this annual event, seven scholarships are awarded.

Project: College Assistance Migrant Program

Contact: Dr. Miriam W. Ozech
Director of CAMP
Office of Academic Affairs
Oregon State University
Corvallis, OR 97331
(503) 754-2111

Description of Project:
CAMP is located on a university campus and works closely with the Educational Opportunities Program. During the current year, the program has served 35 students on campus and 10 in community colleges within a 100 mile radius of Corvallis. During the freshman year, CAMP provides financial assistance, advisement, tutoring, cultural activities, and skills courses to those who may need them. This program does extensive outreach to high schools in Washington, Idaho, and Oregon that serve large migrant populations.

Project: High School Equivalency Program

Contact: Steve Marks-Fife
Director of HEP
University of Oregon
1685 East 17th
Eugene, OR 97403
(503) 686-3531

Description of Project:
This program prepares students for the G.E.D. in English or Spanish as well as offering electives, career skills, field trips and presentations by outside speakers. This HEP is primarily a residential program which is housed on the University of Oregon campus. Thirty-six residential students and eight commuter students per each of three ten- to twelve-weeks cycles participate. The classes are from 8:30 to 3:30 and are divided into four groups according to language and skills abilities.

State: Oregon

Project: Middle School Visitation

Contact: Al Lugo
700 Church Street NE
Salem, OR 97301
(503) 378-6853

Description of Project:
This visitation day which is held in April at the University of Oregon at Eugene, allows 7th and 8th grade minority and migrant students and their parents the opportunity to visit a college. Students are encouraged to think about a college career. Financial aid information is provided.

Project: Migrant Education Secondary Tutorial Program

Contact: Bea DeFoe
Jackson Education Service District
101 N. Grape Street
Medford, OR 97501
(503) 776-8520

Description of Project:
The Migrant Education Program in Jackson County has made a cooperative effort with the Southern Oregon State College to establish a secondary tutorial component. Education majors from that college are recruited to work with students in twelve schools. The Migrant Education teacher works closely with the school and sets up a tutorial program, trains and supervises tutors, and keeps track of the migrant student's progress.

Project: Oregon Secondary Credit Exchange Program

Contact: Henry Wiens
645 N.E. Lincoln
Hillsboro, OR 97124
(503) 640-4631

Description of Project:
This is a summer evening program for junior and senior high school migrant students. High school credits may be earned in Math, English, Social Studies, and Health. The program offers special English classes, recreation, dinner, 24 hour accident insurance, medical and dental exams. Transportation is provided from the camps. The program is geared toward active migrants and coordinates closely with the Texas Migrant Interstate Program as many of the students attend school in the Rio Grande Valley. Credit exchange also occurs with Washington, California, and Arizona. The program also works cooperatively with the community college. There are 600 students served in this program.

State: Oregon

Summary 1987-88:

All staff will receive training sessions though no specifics are given. Basic skills, tutoring, P.A.S.S., and ESL are provided for secondary students. Parents are involved in state and local advisory councils. Home-school consultants will be in contact with parents. Other support services include meals, medical/dental/optical services, translation, advocacy, transportation, student fees, and clothes/shoes. Cultural events, field trips, club activities are also provided. Some projects help students get a G.E.D.

Summary 1986-87:

The secondary component during regular term includes assignment completion programs. ESL, basic skills instruction, tutoring in general subjects, field trips and recreation, high school credit completion, special secondary content ESOL and counseling materials development projects, and P.A.S.S. Students also participate in cultural events and club activities. During the summer term career awareness, credit make-up/P.A.S.S., recreation/physical education, combination basic skills and math, study skills/tutoring, ESL, language arts, counseling, field trips/social growth, and leadership training were provided. Support services included home visits, meals, transportation, medical/dental/optical services, clothes/shoes, student fees, translation and advocacy. Educators and administrators mentioned the need for ESL instruction and teaching strategies for language development as two areas of training of top priority. Training is provided for all staff and also for parental involvement groups and Parent Advisory Committee members.

State: Oregon

SECONDARY COMPONENTS:

	1987/88 Regular	1987/88 Summer	1986/87 Regular	1986/87 Summer
Basic Skills	X	X	X	X
Tutoring/Content Areas	X	_	X	X
PASS	X	X	X	X
GED	X	_	_	_
Career/Voc Instruction	_	_	_	X
Dropout Retrieval	_	_	_	_
Summer Programs		X		X
ESL	X	_	X	X
Counseling	_	_	X	X
Work Study (Learn and Earn)	_	_	_	_
Enrichment	X	_	X	X
Parent Involvement/Training	X	_	X	_
Computer Training	_	_	_	_
Other				

Comments: (Special Components, etc.)

1986-87 regular term: assignment completion. 1986-87 both terms: field trips/recreation, and credit make-up. Leadership training in summer of 1987.

1=> Not secondary specific
2=> No summer specifics
3=> Not specific

MIGRANT EDUCATION SECONDARY ASSISTANCE (MESA)
STATE AND LOCAL ACTIVITY OVERVIEW

State: Pennsylvania

Dr. Manuel Recio
Migrant Education Coordinator
State Department of Education
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(717) 783-6467

Abington Heights

Patricia Williams
Abington Heights School District
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Clarks Summit, PA 18411
(717) 587-0301

Central Susquehanna IU #16

James Finn
Central Susquehanna IU #16
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Lewisburg, PA 17837
(717) 523-1155

Chester County IU #24

Marta Velazquez-Loescher
Chester County IU #24
Educational Serv Ctr at Oaklands
150 James Hance Court
Exton, PA 19341
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Cheyney University of Pennsylvania

Dr. Anthony Pinnie
Cheyney University of Pennsylvania
Cheyney, PA 19319

Lincoln IU Migrant Child Development Program

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Billerbeck Street
New Oxford, PA 17350
(717) 624-4616

Millersville University of Pennsylvania

Fran Maninno-Corse
Myers Building Room 11
Millersville University
Millersville, PA 17551
(717) 872-3458

North West Tri-County IU #5

James Ferrare
NW Tri-County IU #5
252 Waterford Street
Edinboro, PA 16512
(814) 734-5610

State: Pennsylvania

Unique Program

Project: Pennsylvania-Florida Partnership Project

Contacts: Retha Nero
Federal Compensatory Education
State Department of Education
652 Florida Education Center
Tallahassee, FL 32399-0400
(904) 487-3504

Jim Finn
CSIU #16
PO Box 213
Lewisburg, PA 17837
(717) 523-1155

Jean di Sabatino
Migrant Education
State Department of Education
333 Market Street, 5th Floor
Harrisburg, PA 17108-0333
(717) 783-6466

Description of Project:

This interstate pilot project occurred during the summer of 1988 and was designed to have Florida migrant education staff train the Pennsylvania staff in the basics of Florida's school code, competency test, and regulations. They also tried to predict which Florida students would return to Pennsylvania based on student profiles. An important focus of this project was to maximize credit for partial work in both states. Staff were taught how to use the inquiry system of the MSRTS data. Florida staff talked to Pennsylvania principals, migrant counselors, and non-migrant counselors about Florida secondary courses and how to make corresponding placements. The outcome was that many more secondary students were placed correctly and received necessary credits.

State: Pennsylvania

Summary 1987-88:

ESL/tutoring and oral language, writing, self-esteem skills, and critical thinking skills are listed. In the summer program, basic skills in language development and acquisition will be met by emphasizing career awareness, exploration and education. P.A.S.S. and computer training were available in the summer. The summer program had minority teachers as positive role models, an increase in field trips, and activities to improve student's self-image. Status 1 and 2 children received individualized, skill-based intervention. Parents were involved with activities of the Parent Advisory Councils and the educational aspects of helping their children. There were nine days of inservice for the summer instructional staff. All students received health services. In general, staff receive inservices to make them more sensitive to the cultural differences and educational issues in migrant education. An objective is to make the instructional program culturally sensitive to individual students. Parents are involved in the Parent Advisory Council on the state and local level as well as in planning, operating and evaluating the program.

State: Pennsylvania

Summary 1986-87:

Needs of migrant students include ESL, basic skills, human service information and referrals, and career awareness. Active parental participation is needed and will include planning, implementing, and evaluating the migrant program. Basic skills will be taught through career education and awareness materials in regular and summer terms. ESL/tutoring instruction was also provided. An individualized, skill-based intervention process is used for basic skills. Work study, enrichment, and computer training were provided during the summer. Parents are involved in state and local Parent Advisory Councils and will receive orientation and inservices. Cultural awareness was provided in secondary staff development. All summer staff will receive training in areas of critical thinking, child-centeredness, and a new instructional approach.

State: Pennsylvania

SECONDARY COMPONENTS:

	1987/88 Regular	1987/88 Summer	1986/87 Regular	1986/87 Summer
Basic Skills	X	X	X	X
Tutoring/Content Areas	X	X	X	X
PASS	–	X	–	–
GED	–	–	–	–
Career/Voc Instruction	–	X	X	X
Dropout Retrieval	–	–	–	–
Summer Programs		X		X
ESL	X	–	X	–
Counseling	–	–	–	–
Work Study (Learn and Earn)	–	–	–	X
Enrichment	–	X	–	X
Parent Involvement/Training	X	–	X	X
Computer Training	–	X	–	X
Other				

Comments: (Special Components, etc.)

1=> Not secondary specific
2=> No summer specifics
3=> Not specific

MIGRANT EDUCATION SECONDARY ASSISTANCE (MESA)
STATE AND LOCAL ACTIVITY OVERVIEW

State: Puerto Rico

Norma Cruz Ayala, Director
Program for Educational Services to
Migrant Students
Department of Education
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Arecibo

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Dir
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(809) 878-2452

Bayamon

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Robert Junthans Sch
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(809) 780-1046

Caguas

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Caguas, PR 00625
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(809) 746-0633

Humacao

Maria Scopp, Dir
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PO Box 2030
Humacao, PR 00661
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(809) 852-0311

Mayaguez

Bradley Rivera, Dir
Nenevich St #50
PO Box 818
Mayaguez, PR 00708
(809) 832-1678
(809) 832-3578

Ponce

Mr. Rozas, Dir
GPO Box 7477
Ponce, PR 00771
(809) 842-8052
(809) 833-7171

State: Puerto Rico

Unique Programs

Project: High School Equivalency Program

Contact: Orlando Colón
Catholic University of Puerto Rico
Postal Sub Station #6
Ponce, PR 00732
(809) 843-3265

Description of Project:
This HEP prepares students for the G.E.D. and the university, if they desire. It is a residential program in a university setting that has three twelve-week cycles with sixty students in each one. The program offers leadership experience through student government, cultural and social events, vocational training, the College Boards, and a stipend for living expenses.

Project: High School Equivalency Program

Contact: Sylvia Robles
Inter American University of Puerto Rico
San German Campus
Box 5100
San German, PR 00753
(809) 892-1095 Ext. 368
cc: Vidal Velez
Inter American University
GPO Box 3255
San Juan, PR 00936
(809) 758-0899

Description of Project:
This is both a commuter and residential program that served 195 students last year and will serve 210 this year. The program has three twelve-week cycles to provide G.E.D. preparation. Students in the residential program receive room, board, medical insurance, and books. Commuters receive allowances for transportation and lunch. Vocational training is available.

State: Puerto Rico

Summary 1987-88:

There is no real program description included in the state plan. Inservice training focuses on cultural awareness, improving general and bilingual teaching skills in reading, math, oral language development in English and Spanish. Teachers will receive training in computer-assisted instruction and selecting bilingual materials.

Summary 1986-87:

The basic skills are taught in either English or Spanish according to the student's dominant language. Tutoring, team-teaching and total or partial pull-out are strategies used in teaching. Inservice training and direct supervision are high priorities for the staff but no specific workshops are mentioned.

State: Puerto Rico

SECONDARY COMPONENTS:

	1987/88		1986/87	
	Regular	Summer	Regular	Summer
Basic Skills	X	–	X	–
Tutoring/Content Areas	–	–	X	–
PASS	–	–	–	–
GED	–	–	–	–
Career/Voc Instruction	–	–	–	–
Dropout Retrieval	–	–	–	–
Summer Programs		–		–
ESL	X	–	X	–
Counseling	–	–	–	–
Work Study (Learn and Earn)	–	–	–	–
Enrichment	–	–	–	–
Parent Involvement/Training	–	–	–	–
Computer Training	–	–	–	–
Other				

Comments: (Special Components, etc.)

Bilingual instruction was provided in 1987-88.

1=> Not secondary specific
2=> No summer specifics
3=> Not specific

MIGRANT EDUCATION SECONDARY ASSISTANCE (MESA)
STATE AND LOCAL ACTIVITY OVERVIEW

State: Rhode Island

Virginia M.C. da Mota
Coordinator, LEP Unit
State Department of Education
22 Hayes Street
Providence, RI 02908
(401) 277-3037

Susan Rotblat-Walker
Education Specialist, LEP Unit
State Migrant Program
State Department of Education
25 Hayes Street
Providence, RI 02908
(401) 277-3037

Rhode Island's Migrant Education Program is served by one migrant school district.

Unique Program

Project: PROMOTE

Contact: Frank Piccirilli
Language Administrator
(401) 456-9300

Description of Project:
This project provides supplementary assistance to students via computer. Word processing, math and reading skills are emphasized in the year-round project. During the 6-week summer program, cultural activities are integrated into PROMOTE curriculum.

State: Rhode Island

Summary 1987-88:

Preservice training is provided for staff. The dropout prevention project includes identification and recruitment; on-going communication with migrant families; and focusing in on study skills instruction in language and content areas. An itinerant teacher works in the referral capacity to see that students receive any of the following services they are eligible for including: ESL, content-bilingual, Chapter 1, and after-school tutorials. The summer program includes computer-assisted instruction to improve math and reading for grades 7-8. Supplemental activities include story-telling, and field trips.

Summary 1986-87:

The only district funded for a summer program operated in Providence and addressed basic skills in a multidisciplinary approach. Project PROMOTE is Providence's Migrant Out-reach that uses computer-assisted instruction to improve English language and basic skills. The summer programs were projected to last for 25 to 32 days and include field trips, ESL, counseling, and enrichment. The summer program includes grades 7-8. Staff receive preservice training.

State: Rhode Island

SECONDARY COMPONENTS:

	1987/88 Regular	1987/88 Summer	1986/87 Regular	1986/87 Summer
Basic Skills	_	X	_	X
Tutoring/Content Areas	X	_	X	_
PASS	_	_	_	_
GED	_	_	_	_
Career/Voc Instruction	_	_	_	_
Dropout Retrieval	_	_	_	_
Summer Programs		X		X
ESL	X	X	X	X
Counseling	X	X	X	X
Work Study (Learn and Earn)	_	_	_	_
Enrichment	_	X	_	X
Parent Involvement/Training	_	_	_	_
Computer Training	_	X	_	X
Other	***			

Comments: (Special Components, etc.)

*** Dropout prevention. Project PROMOTE (Providence's Migrant Out-reach).

1=> Not secondary specific
2=> No summer specifics
3=> Not specific

MIGRANT EDUCATION SECONDARY ASSISTANCE (MESA)
STATE AND LOCAL ACTIVITY OVERVIEW

State: South Carolina

Benjamin Hollis
State Migrant Supervisor
State Department of Education
Rutledge Building, Room 200
Columbia, SC 29201
(803) 734-8109

South Carolina's Migrant Education Program is organized into 8 migrant school districts.

State: South Carolina

Summary 1987-88:

Math and reading skills are emphasized in secondary components. Enrichment activities include arts/crafts, music, physical education and health. There is inservice training for parents on the advisory councils. Operating LEAs will coordinate with Chapter 1 Migrant Program and the Community Service Block Grant of 1981 to obtain additional health and educational services. There is no mention of secondary staff development or a needs assessment.

Summary 1986-87:

Objectives were derived from the South Carolina Migrant Educational Needs Assessment Survey. Those that could apply to the secondary level include improvements in math, language, and reading; having a home-school coordinator; having migrant parents or other Spanish-speakers in each local program to help ease communication problems; and providing support services. A needs assessment conducted in 1984 listed communication-language barrier, social adjustment, and cultural enrichment as the top three priorities of migrant children. During the regular school year, reading and math were provided in a tutorial program. Enrichment activities included art, music, health and physical education. During the summer term, reading, language arts, and math were offered. South Carolina uses the Migrant Reading Program and the Basic Math program.

State: South Carolina

Supplementary materials were often used in each subject. In both terms, guidance, counseling, attendance, home-school coordination, health care, food, transportation, and library services were provided. The home-school coordinator facilitates communication between parents, school, growers, crew chiefs, and reports and maintains enrollment information. No specifics for secondary staff were listed but inservice training for sensitizing staff to educational/social needs of migrants; developing and implementing instructional units; and record keeping are mentioned for staff. Other training included a state inservice workshop to orient all staff to the program objectives; management procedures; MSRTS data record keeping; and inservice in prescribed curricula to all teachers. Parents were involved with transportation of their children from the doctor to the school, helping other parents fill out enrollment applications, acting as interpreters, and other school-related activities.

State: South Carolina

SECONDARY COMPONENTS:

	1987/88 Regular	1987/88 Summer	1986/87 Regular	1986/87 Summer
Basic Skills	X	_	X	X
Tutoring/Content Areas	_	_	X	_
PASS	_	_	_	_
GED	_	_	_	_
Career/Voc Instruction	_	_	_	_
Dropout Retrieval	_	_	_	_
Summer Programs		_		X
ESL	_	_	_	_
Counseling	_	_	X	X
Work Study (Learn and Earn)	_	_	_	_
Enrichment	X	_	_	_
Parent Involvement/Training	X	_	X	_
Computer Training	_	_	_	_
Other				

Comments: (Special Components, etc.)

1=> Not secondary specific
2=> No summer specifics
3=> Not specific

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MIGRANT EDUCATION SECONDARY ASSISTANCE (MESA)
STATE AND LOCAL ACTIVITY OVERVIEW

State: South Dakota

Dennis A. Gibbs
Coordinator, ECIA, Chapter 1
Division of Elementary and Secondary Education
Department of Education and Cultural Affairs
Pierre, SD 57501
(605) 773-3218

South Dakota's Migrant Education Program operates in 1 school district.

State: South Dakota

Summary 1987-88:

The Belle Fourche School District has the only concentration of migrant students in the state. Math and reading are the areas of main importance on the needs assessment. Basic skills and tutoring are provided in both the regular and summer terms. Tutoring assistance is individualized and provided on a 1:1 or a 2:1 basis. Personalized education plans are developed. Bilingual/bicultural supplementary materials are used when needed. P.A.S.S. was available.

State: South Dakota

Summary 1986-87:

South Dakota follows the national goals of the U.S. Office of Education in its migrant education program. These goals include specially designed academic programs, pre-vocational and vocational skill training, appreciation of children's cultural differences, support services, coordination of resources, intrastate communication, home-school coordination, and staff preservice and inservice. The only migrant student concentration in the state is in the Belle Fourche School District. Tutoring was provided for secondary students. The instructional ratio for reading and math is one-on-one. Students receive a personalized program of instruction and services. Bilingual/bicultural programs and services were provided at a migrant center. Language arts instruction was provided. P.A.S.S. was available. Support services are referrals to appropriate health and family services agencies and are supplemental to the regular local educational agency's program. Interstate coordination includes MSRTS record keeping. Parents were involved on the Parent Advisory Council in identification of new migrant students in the area, and giving advice about support service needs and instructional activities. All staff will receive inservice on special programs, program changes and available resources in the LEA and local community. There is also inservice on curriculum development, class discipline, improvement of instruction and current educational trends involving electronic technology.

State: South Dakota

SECONDARY COMPONENTS:

	1987/88 Regular	1987/88 Summer	1986/87 Regular	1986/87 Summer
Basic Skills	X	X	–	–
Tutoring/Content Areas	X	X	X	X
PASS	X	X	X	X
GED	–	–	–	–
Career/Voc Instruction	–	–	–	–
Dropout Retrieval	–	–	–	–
Summer Programs		X		X
ESL	–	–	–	–
Counseling	–	–	–	–
Work Study (Learn and Earn)	–	–	–	–
Enrichment	–	–	–	–
Parent Involvement/Training	–	–	–	–
Computer Training	–	–	–	–
Other				

Comments: (Special Components, etc.)

1=> Not secondary specific
2=> No summer specifics
3=> Not specific

MIGRANT EDUCATION SECONDARY ASSISTANCE (MESA)
STATE AND LOCAL ACTIVITY OVERVIEW

State: Tennessee

Kathi Bryce
Coordinator, Migrant Education
State Department of Education
Rm. 135, Cordell Hull Building
Nashville, TN 37219
(615) 741-0628

Unique Programs

Project: College Assistance Migrant Program

Contact: Dr. Robert Kronick, Director of CAMP
University of Tennessee
College of Education
102 Claxton Education Building
Knoxville, TN 37996-3400
(615) 974-8139

Description of Project:
CAMP provides migrants or seasonal farmworkers or children of the same with academic and financial assistance during the freshman year of college at the University of Tennessee. Academic counseling and tutoring are provided. In 1988, 57 new CAMP students and 10 from the previous year were enrolled. A CAMP newsletter highlights program activities.

Project: High School Equivalency Program

Contact: Dr. Clarence E. Roeske
Director of HEP
University of Tennessee
College of Education
18 Claxton Education Building
Knoxville, TN 37996
(615) 974-3103

Description of Project:
This HEP is a commuter program that provides eligible migrants, seasonal farmworkers, or dependents with G.E.D. preparation on college campuses in North Carolina, South Carolina, Georgia, and Tennessee. The programs are located near migrant camps which helps students maintain family and cultural support. Students receive stipends, counseling, tutoring, and instruction in English or Spanish. This HEP works in close association with the Tennessee CAMP to refer students to higher education.

State: Tennessee

Summary 1987-88:

Reading, oral language skills and math are primary areas of secondary instruction. Bilingual language instruction will be provided if needed. Tutorial services are available. Career awareness activities such as field trips to potential job sites are provided. Career awareness is incorporated with basic skills instruction. Cultural enrichment includes field trips, recreational activities and when needed, Fine Arts learning experiences. Social and emotional development includes developing a positive self-image, appreciating cultural heritage, becoming aware of other cultural backgrounds, becoming motivated to learn and achieve, and having positive role models. Health screening is provided if it is financially possible. Emergency health care, immunization updates, medical exams, visual, auditory and dental screening, nutrition education, nutritious snacks (when needed) and transportation are support services that are offered. Parents are involved in decision-making and learning about the responsibility of total child development. No secondary staff development is indicated.

Summary 1986-87:

The same basic services as in 1987-88 were provided which include: basic skills, tutoring in math and reading, bilingual language instruction, career awareness, cultural enrichment, social and emotional development, parent involvement and support services in health, nutrition and nutrition education. There are inservices on MSRTS, program orientation, curriculum development.

State: Tennessee

SECONDARY COMPONENTS:

	1987/88 Regular	1987/88 Summer	1986/87 Regular	1986/87 Summer
Basic Skills	X	_	X	_
Tutoring/Content Areas	X	_	X	_
PASS	_	_	_	_
GED	_	_	_	_
Career/Voc Instruction	X	_	X	_
Dropout Retrieval	_	_	_	_
Summer Programs		X		X
ESL	_	_	_	_
Counseling	_	_	_	_
Work Study (Learn and Earn)	_	_	_	_
Enrichment	X	_	X	_
Parent Involvement/Training	X	_	X	_
Computer Training	_	_	_	_
Other	***			

Comments: (Special Components, etc.)

*** Nutritional Education. Bilingual instruction was provided if needed.

1=> Not secondary specific
2=> No summer specifics
3=> Not specific

MIGRANT EDUCATION SECONDARY ASSISTANCE (MESA)
STATE AND LOCAL ACTIVITY OVERVIEW

State: Texas

Frank Contreras, Director
Division of Special Programs
Texas Education Agency
1701 North Congress Avenue
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Region I Education Service Ctr

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LeRoy Jackson, Migr Cont Person
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(512) 383-5611

Region II Education Service Ctr

Gerald Cook, Exec Dir
Dr. Guadalupe Morales, Migr Cont Pers
209 North Water Street
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Region III Education Service Ctr

Dr. Julius D. Cano, Exec Dir
Judy Schilhab, Migr Cont Person
Kathy Buchert, Migr Cont Person
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Region IV Education Service Ctr

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Steven White, Migr Cont Person
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Region V Education Service Ctr

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Mary Stidham, Migr Cont Person
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Region VI Education Service Ctr

Max W. Schlotter, Exec Dir
Sandy Nolan, Migr Cont Person
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Region VII Education Service Ctr

Donald J. Peters, Exec Dir
Lauren Milton, Migr Cont Person
818 East Main Street
Kilgore, TX 75662
(214) 984-3071

Region VIII Education Service Ctr

Scott Ferguson, Exec Dir
Leroy Hendricks, Migr Cont Pers
100 North Riddle Street
Mt. Pleasant, TX 75455
(214) 572-8551

State: Texas

Region IX Education Service Ctr

Dr. Jim O. Rogers, Exec Dir
Arnold Wuthrich, Migr Cont Person
301 Loop 11
Wichita Falls, TX 76305
(817) 322-6928

Region X Education Service Ctr

Dr. Joe T. Farmer, Exec Dir
Dr. Ralph Dahl, Migr Cont Person
Arnie Molina, Migr Cont Person
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Region XI Education Service Ctr

R.P. Campbell, Jr., Exec Dir
Glen Laminack, Migr Cont Person
Diane Murphy, Migr Cont Person
3001 North Freeway
Fort Worth, TX 76101
(817) 625-5311

Region XII Education Service Ctr

Weldon O. Mills, Exec Dir
Barbara Brunson, Migr Cont Pers
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Region XIII Education Service Ctr

Dr. Joe Parks, Exec Dir
Dr. Royce King, Migr Cont Person
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Region XIV Education Service Ctr

Dr. Thomas Lawrence, Exec Dir
Richard Crowell, Migr Cont Pers
1850 State Highway 351
Abilene, TX 79604
(915) 676-8201

Region XV Education Service Ctr

Clyde Warren, Exec Dir
Ann McQuerrey, Migr Cont Pers
612 South Irene Street
San Angelo, TX 76902
(915) 658-6571

Region XVI Education Service Ctr

Dr. Kenneth Laycock, Exec Dir
H.G.(Bud) Connally, Migr Cont Person
1601 South Cleveland
Amarillo, TX 79120
(806) 376-5521

Region XVII Education Service Ctr

Gerald Rogers, Exec Dir
Bruce Roark, Migr Cont Person
4000 22nd Place
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Region XVIII Education Serv Ctr

Vernon Stokes, Exec Dir
Urbano Rios, Migr Cont Pers
Les Vela, Migr Cont Person
LaForce Boulevard
Midland, TX 79701
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Region XIX Education Service Ctr

Dr. John E. Uxer, Exec Dir
Marty O. Pena, Migr Cont Pers
6611 Boeing Drive
El Paso, TX 79997
(915) 779-3737

Region XX Education Service Ctr

Dr. Judy Castleberry, Exec Dir
Justo Guajardo, Migr Cont Pers
1314 Hines Avenue
San Antonio, TX 78208
(512) 271-7611

State: Texas

Unique Programs

Project: College Assistance Migrant Program

Contact: Randa S. Safady
Director of CAMP
St. Edward's University, Inc.
3001 South Congress Avenue
Austin, TX 78704
(512) 448-8626

Description of Project:
This program provides sixty eligible migrants or seasonal farmworkers with freshman-level financial assistance and a complete array of academic and support services. If students successfully complete their first year of college, they are assisted in finding information about additional financial resources and private sector services.

Project: High School Equivalency Program

Contact: Hilario Rincones
Pan American University
1201 West University Drive
Edinburg, TX 78539
(512) 381-2521

Description of Project:
The Edinburg HEP is both a residential and commuter program for G.E.D. preparation. There are four cycles during the academic year that each serve approximately forty students. A summer mini-cycle serves fifteen students. Instruction is provided in English only. Students receive room and board, transportation, a stipend, vocational and career counseling, tutoring, textbooks, a computer lab, health services, a college preparatory class, and placement services in post-secondary and vocational-technical schools.

Project: High School Equivalency Program

Contact: Arturo Lazarín, Director
High School Equivalency Program
University of Texas at El Paso
El Paso, TX 79968
(915) 747-5567

Description of Project:
The El Paso HEP is primarily a residential program although there are a few commuter students. The program offers G.E.D. preparation in Spanish and in English. There are three cycles per year that serve 110 students in programs that operate from September through mid-December, January to March, and April to May or mid-June. The program is located on a university campus. Students are provided with stipends, health, medical and eye care, and limited dental care.

State: Texas

Project: High School Equivalency Program

Contact: Kobla Osayande
Univ. of Houston, Coll. of Educ.
4800 Calhoun, Suite 405FH
Houston, TX 77004
(713) 749-2193

Description of Project:
The Houston HEP is located on a large university campus and provides residential and commuter G.E.D. preparation. The program serves 140-150 students per year in five cycles that begin in October and end on June 30. Students are predominantly Hispanic migrants or seasonal farmworkers from Texas although a few students are from southern Oklahoma. Participants are provided a stipend, academic advisement, tutoring, referrals to vocational programs, college placement, and job placement. Classes are provided in English only and only during the day. Monolingual students may receive assistance from teacher's aides. The G.E.D. test is available in English and Spanish.

Project: High School Equivalency Program

Contact: José Rendón
SER-Jobs for Progress, Inc.
SER South Texas
1019 Convent Street
Laredo, TX 78040
(512) 724-1844

Description of Project:
This HEP is community-based in areas where many migrants live. There are HEP centers in the following Texas sites: Del Rio, Eagle Pass, Carrizo Springs, Pearsall, Rio Grande, and two in Laredo. This HEP is a commuter program that provides G.E.D. preparation, a stipend, a transportation allowance, medical exams, and support services. There are reciprocal agreements between community service agencies and the Texas Migrant Council that operate the Head Start program to provide access to child care. There is a network with local schools, community colleges, J.T.P.A., and other service providers for obtaining vocational services.

Project: Life Management Skills

Contact: Jesse Vela
Texas Migrant Interstate Program
Drawer Y
Pharr, TX 78577
(512) 787-9994
1-800-292-7006 (in Texas only)

Description of Project:
This is a 48-hour retreat that is offered over an extended weekend in a counseling setting. A retreat leader and five trainers conduct structured sessions that help students set goals, develop a strong group bond, realize the importance of objectives in life, develop positive attitudes toward school, family, and community, as well as recognize their leadership abilities.

State: Texas

Summary 1987-88:

Texas' overall objective is to reduce the statewide dropout rate for migrants from the previous school year. Improving basic skills' achievement levels for students is another objective. The Texas Educational Assessment of Minimal Skills (TEAMS) tests students in Grade 9 in math, reading, and writing and in math and English language arts at Grades 11 and 12. Counseling, parental involvement, and tutorial services are provided. P.A.S.S. was available. Staff development is not included in the reports.

Summary 1986-87:

Bilingual and ESL education is provided. Supplementary reading, math, writing, social studies and science are offered; individualized instruction is emphasized. Supplementary health, nutrition, and counseling services are also provided. State and local Parent Advisory Councils are involved in meetings and conferences related to the objectives in the state plan; reviewing TEAMS test results, Chapter 1 Migrant Annual Evaluation Reports, and other evaluation data; and keeping informed of current issues in education. Parents are also involved in home tutoring. Inservices for parents and staff were provided but no specifics are given. Interstate and intrastate coordination involves inservice training for other states about Texas curriculum and graduation requirements; secondary credit accrual; national committees; coordination of ancillary services to migrant students with other funding sources and agencies; and participation in National Association of State Directors of Migrant Education and the Education Commission of the States.

State: Texas

SECONDARY COMPONENTS:

	1987/88 Regular	1987/88 Summer	1986/87 Regular	1986/87 Summer
Basic Skills	X	_	X	_
Tutoring/Content Areas	X	_	X	_
PASS	X	X	X	X
GED	_	_	_	_
Career/Voc Instruction	_	_	_	_
Dropout Retrieval	_	_	_	_
Summer Programs		X		X
ESL	X	_	X	_
Counseling	X	_	X	_
Work Study (Learn and Earn)	_	_	_	_
Enrichment	_	_	_	_
Parent Involvement/Training	X	_	X	_
Computer Training	_	_	_	_
Other	***			

Comments: (Special Components, etc.)

*** Dropout prevention. ESL and Bilingual instruction were provided.

1=> Not secondary specific
2=> No summer specifics
3=> Not specific

MIGRANT EDUCATION SECONDARY ASSISTANCE (MESA)
STATE AND LOCAL ACTIVITY OVERVIEW

State: Utah

Jerry Ortega, Director
Migrant Education Program
Utah State Office of Education
250 East 500 South
Salt Lake City, UT 84111
(801) 538-7725

Utah's Migrant Education Program is organized into 10 migrant school districts.

State: Utah

Summary 1987-88:

ESL, basic skills, tutorial services, occupational skills and medical, dental, nutritional, and social services are mentioned. Parents are involved on the state advisory committee and are sought for active involvement in the migrant education program. Besides the above mentioned services and courses, Utah's migrant education curricula includes physical and recreational education, driver education, music/art and field trips. Summer programs provide basic skills, recreational, vocational and cultural activities. The plan points out that secondary students need occupational-oriented programs. No secondary staff development is indicated.

Summary 1986-87:

Utah basically has been a summer migrant program although some districts operate year-round. One district offers a summer evening program. Basic skills will be provided on an individualized basis. ESL and bilingual education, evening vocational programs, World of Work units, physical education programs and field trips are cited. Medical services will be provided. Two of the state parent meetings will give orientation and information for parents about getting involved with the program and with their children's educational activities. Inservice to all LEA staff is provided and includes reading and math skills, music, nutrition, MSRTS, new rules and regulations, and administration. Inservice on identification and recruitment, eligibility forms, enrollment, skills information, and coordination with state and local agencies, and the Utah Rural Development Corporation addressed migrant student identification. In May of 1987, a 10% set-aside requirement was made by the SEA on behalf of identifying and serving secondary students.

State: Utah

SECONDARY COMPONENTS:

	1987/88 Regular	1987/88 Summer	1986/87 Regular	1986/87 Summer
Basic Skills	X	X	X	_
Tutoring/Content Areas	X	_	X	_
PASS	X	X	X	X
GED	_	_	_	_
Career/Voc Instruction	X	X	X	_
Dropout Retrieval	_	_	_	_
Summer Programs		X		X
ESL	X	_	X	_
Counseling	_	_	_	_
Work Study (Learn and Earn)	_	_	_	_
Enrichment	_	X	_	_
Parent Involvement/Training	X	_	X	_
Computer Training	_	_	_	_

Other

Comments: (Special Components, etc.)

ESL and bilingual instruction were provided.

1=> Not secondary specific
2=> No summer specifics
3=> Not specific

MIGRANT EDUCATION SECONDARY ASSISTANCE (MESA)
STATE AND LOCAL ACTIVITY OVERVIEW

State: Vermont

Gerard Robinson, Director
Migrant Education Program
500 Dorset Street
South Burlington, VT 05401
(802) 658-6342

Vermont's Migrant Education Program is served through the state director's office.

Unique Programs

Project: High School Equivalency Program

Contact: John Christianson
Central Vermont Community Action Council, Inc.
15 Ayers Street
Barre, VT 05641
(802) 479-1053

Description of Project:
This HEP is a commuter program that presently serves 51 students. The program works with an Adult Basic Education program to provide students with G.E.D. preparation. There is an open-entry/open-exit policy. Weekend enrichment activities on a Vermont college campus and weekly regional computer seminars and experience with a video series are provided.

Project: Summer Camp Program

Contact: David Young
Rural Education Center
500 Dorset Street
South Burlington, VT 05403
(802) 658-6342

Description of Project:
This summer residential camp is designed to serve the behavioral and social needs of migrant students. A wide variety of new experiences are provided in an environment that is supportive to the students.

State: Vermont

Summary 1987-88:

Vermont has a summer camp program which serves 30 eligible adolescent migrants. Cultural enrichment activities and reading materials are available to families in order to provide educational support. Eligible adolescents need to be involved in a project that gives them success, a sense of identity and that improves their communication skills. The MSRTS Secondary Accrual records need to be fully implemented. Teachers assist in recruitment when it is efficient for them to do that.

Summary 1986-87:

Basic skills are of prime importance on the needs assessment for the majority of migrant children. Individualized instruction is the basis for educational services. During the regular term there are consultations with teachers; regular home visits to get parents involved in their children's education; free book and Reading is Fundamental distributions; health and nutritional education consultation; limited direct instruction to high risk children; targeted educational projects; migrant child and family advocacy; development and dissemination of materials and curricula to be used with migrant students; agency referral support and follow-up; and clothing distributions. There is also a summer residential camp that provides health and nutrition education, outdoor education, camp crafts, and group activities. Inservices are provided for teachers, tutorial staff, camp staff. Parents also receive training through workshops, state and regional Parent Advisory Councils. Summer tutors will be trained in curriculum, methodology, and special needs of the migrant students.

State: Vermont

SECONDARY COMPONENTS:

	1987/88 Regular	1987/88 Summer	1986/87 Regular	1986/87 Summer
Basic Skills	_	X	_	_
Tutoring/Content Areas	_	_	X	_
PASS	_	_	_	_
GED	_	_	_	_
Career/Voc Instruction	_	_	_	_
Dropout Retrieval	_	_	_	_
Summer Programs		X		X
ESL	_	_	X	_
Counseling	_	_	_	_
Work Study (Learn and Earn)	_	_	_	_
Enrichment	X	_	_	_
Parent Involvement/Training	_	X	X	_
Computer Training	_	_	_	_
Other				***

Comments: (Special Components, etc.)

Summer Camp 1987-88 and 1986-87. Health/nutritional ed. consultation 1986-87 regular and summer.

1=> Not secondary specific
2=> No summer specifics
3=> Not specific

MIGRANT EDUCATION SECONDARY ASSISTANCE (MESA)
STATE AND LOCAL ACTIVITY OVERVIEW

State: Virginia

George Irby, Supervisor
Division of Compensatory Education, ECIA, Chapter 1
State Department of Education
PO Box 6Q
Richmond, VA 23216
(804) 225-2911

Virginia's Migrant Education Program is organized into 6 migrant school districts.

State: Virginia

Summary 1987-88:

The following instructional components are provided as a result of the needs assessment: ESL, basic skills, cultural enrichment and G.E.D. At least 75% of the migrant students were found to be one or more grade levels below peers according to MSRTS records from sending schools and in need of remediation according to the Personalized Education Plans. LEA personnel surveyed migrant students and found that 75% of them would like to be involved in some special activity area. A comprehensive statewide identification and recruitment; full utilization of MSRTS; interstate coordination through national and regional migrant education conferences; and exchange of successful teaching methods and materials; and support services were program priorities. Students will be screened and served if needed for medical, dental, nutritional, speech, and auditory services. There will be additional inservice training for state and local Parent Advisory Council members.

State: Virginia

Summary 1986-87:

During the regular term, tutorial assistance is provided in reading, math, social studies and science; ESL is provided as needed. Two LEA migrant programs offer Outdoor Education, G.E.D., and Special Education services, if necessary. A Personalized Education Plan (PEP) is developed for each student based on the needs assessment. The formal assessment is done through a parent survey/questionnaire, diagnostic, prescriptive test results, and crew leader/grower input on students' education. The informal assessment is drawn from counselors, teachers, LEA program directors, home-school coordinators, parents, guardians, and interested community leaders. The summer program conducted on the Eastern Shore, offered evening courses in small engine repair, typing, home economics, woodworking, and ESL classes when needed. Members of the Parent Advisory Council will receive inservice training. Staff inservice includes a statewide conference, the Eastern Stream conference, and a district workshop. Staff development needs focused on MSRTS use and maintenance, individualizing instruction, developing migrant education plans and programs, and using the National Skills System in reading, math, and oral language.

State: Virginia

SECONDARY COMPONENTS:

	1987/88 Regular	1987/88 Summer	1986/87 Regular	1986/87 Summer
Basic Skills	X	_	_	_
Tutoring/Content Areas	_	_	X	_
PASS	_	_	_	_
GED	X	_	X	_
Career/Voc Instruction	_	_	_	X
Dropout Retrieval	_	_	_	_
Summer Programs		_		X
ESL	X	_	X	X
Counseling	_	_	_	_
Work Study (Learn and Earn)	_	_	_	_
Enrichment	X	_	_	_
Parent Involvement/Training	X	_	X	_
Computer Training	_	_	_	_
Other			***	

Comments: (Special Components, etc.)

*** Outdoor and Sports education.

1=> Not secondary specific
2=> No summer specifics
3=> Not specific

MIGRANT EDUCATION SECONDARY ASSISTANCE (MESA)
STATE AND LOCAL ACTIVITY OVERVIEW

State: Washington

To Be Announced, Director
Supplementary Education Programs
Division of Instructional Programs and Services
Office of the Superintendent of Public Instruction
Old Capitol Building
Olympia, WA 98504
(206) 753-1031

Educational Service District 105

To Be Announced, Coordinator
Migrant Education Regional Office
1218 W. Lincoln Ave.
Yakima, WA 98902
(509) 454-4112

Educational Service District 189

Andrew Rodarte, Coordinator
Migrant Education Regional Office
205 Stewart Rd.
Mount Vernon, WA 98273
(206) 424-9573

Unique Programs

Project: Dissemination Program

Contact: Miguel de Darrah y Ortega, Migrant Education
Dissemination Director and Editor
PO Box 901
Sunnyside, WA 98944
(509) 839-0440

Description of Project:

Migrant Education News is published ten times per year to inform citizens and educators about Washington's migrant educational programs and services.

State: Washington

Project: High School Equivalency Program

Contact: Dr. Toshio Akamine
Washington State University
High School Equivalency Program
Pullman, WA 99164
(509) 335-2454

Description of Project:
This is a residential program on a university campus that serves 100 students per year. Students receive room, board, a stipend, and transportation to and from the program. Participants work at their own pace as they study the five areas of the G.E.D. in classes that are each one hour in length. There are seven entry dates. Students may spend from five to twelve weeks in the program depending on their needs. Instruction is provided in English and Spanish. Career development is also provided.

Project: Migrant Student Leadership Conference

Contact: Linda Roberts, Project Manager
1110-B South 6th
Sunnyside, WA 98944
(509) 837-2712

Description of Project:
This project received recognition by the Secretary's Initiative in 1989. Secondary students from throughout Washington State participate in the annual conference which is located on a college campus. Students learn skills that will enable them to show leadership at home, school, and the community. The conference assists students with goal setting, values clarification, decision making, motivation to complete high school and to set post-secondary goals, building self-esteem, and developing lifelong leadership abilities.

Project: Migrant Student Record Transfer System (MSRTS)

Contact: Joe Resendez, Director
1110-B South 6th St.
Sunnyside, WA 98944
(509) 837-2712

Description of Project:
This office handles the MSRTS operations for the state.

State: Washington

Project: Portable Assisted Study Sequence (P.A.S.S.)

Contact: Mary Kernel, Coordinator
1203 Prosser Ave.
Prosser, WA 98930
(509) 786-3391

Description of Project:
P.A.S.S. allows migrant high school students the opportunity to work independently or semi-independently on coursework and receive full or partial credit towards high school graduation.

Project: Project Success

Contact: Carlos Treviño, Director of Secondary Programs
312 South Division
Grandview, WA 98930
1-800-232-7177 in Washington
(509) 882-5800

Description of Project:
Project Success helps school districts develop alternative programs for secondary migrant students. These may be in-school or out. The project also assists school districts with educational research and helps them locate funding other than migrant programs. In addition, the program will assist school districts and non-profit corporations in conducting needs assessments; develop school district and student profiles; assist in recruiting dropouts; assist in identifying and finding bilingual and bicultural personnel; and assist in developing activities for parent involvement.

State: Washington

Summary 1987-1988:

Basic skills instruction was provided in the appropriate language. Dropout prevention is emphasized through a statewide forum on the dropout and local districts initiatives. Participants at the forum presented information about academic, vocational, and social counseling to potential and current dropouts. Secondary credit bearing alternative programs were offered in non-traditional time frames to serve migrant students who work during regular school hours. The P.A.S.S. program is available. There is a statewide leadership conference for secondary students that focuses on personal leadership skills, strategies for school success, expanding career choices, and setting realistic goals. Secondary counselors will receive MSRTS training to assure greater continuity in students' programs. The summer program for secondary students will provide extensive educational services for them. Special educational services will be provided for those students who have been identified as mildly mentally retarded. Inservice is provided to staff to make them educationally and linguistically prepared as well as culturally sensitive to migrant students. Workshops in reading, math, oral language development and/or ESL, home-school communication, and the cultural and linguistic backgrounds of migrant students are provided. In addition the state will provide funding for at least 15 migrant-funded paraprofessionals to receive college/university instruction to upgrade their teaching skills. Staff also need training in using computers to help students learn basic skills. Needs indicate alternative programs, a decrease in the dropout rate of the migrant students, and coordination of interstate information. Physical exams are provided to migrant students through contacts with Migrant Health Clinics and local health districts.

State: Washington

Summary 1986-1987:

The state plan for this period is almost the same as in 1987-1988. Additionally, computer-assisted instruction is provided along with P.A.S.S., basic skills in the appropriate language, ESL, a statewide leadership conference, counseling, a secondary credit exchange program, and special education services for mildly retarded students. A night school secondary credit exchange program operated during the regular term and served 707 students. During the summer term, there were 650 students served. Night school students received reading, language arts, oral language development, math and other unspecified instruction. Washington students participated in the Space Camp project in Huntsville, Alabama. There is a need to decrease the migrant dropout rate, set up alternative programs, and coordinate interstate information. There are five dropout prevention workshops to encourage students to complete school. Students received support services in counseling, health, dental, nutrition, and transportation. Inservices were provided to prepare staff educationally, linguistically, and to make them culturally aware of migrant students' heritage. Workshops in math, reading, ESL and/or oral language development, migrant needs and life styles were offered. At least fifteen migrant-funded paraprofessional staff were able to upgrade their teaching skills through available funding for college/university study.

State: Washington

SECONDARY COMPONENTS:

	1987/88		1986/87	
	Regular	Summer	Regular	Summer
Basic Skills	X	_	X	X
Tutoring/Content Areas	_	_	_	_
PASS	X	X	X	X
GED	_	_	_	_
Career/Voc Instruction	_	_	_	_
Dropout Retrieval	_	_	_	_
Summer Programs		X		X
ESL	X	_	X	_
Counseling	X	_	X	_
Work Study (Learn and Earn)	_	_	_	_
Enrichment	_	_	_	_
Parent Involvement/Training	_	_	_	_
Computer Training	_	_	_	_
Other	***		***	

Comments: (Special Components, etc.)

*** Other components include: HEP, Dropout Prevention, Alternative Programs and Special Ed. for regular terms both years. Statewide migrant leadership conference, and secondary credit exchange in 1986-87.

1=> Not secondary specific
2=> No summer specifics
3=> Not specific

MIGRANT EDUCATION SECONDARY ASSISTANCE (MESA)
STATE AND LOCAL ACTIVITY OVERVIEW

State: West Virginia

Dr. Edward J. Moran, Assistant Director
Compensatory Education & Supplementary Programs
State Department of Education
Capitol Complex/Building #6, Room 252
Charleston, WV 25305
(304) 348-3368

West Virginia's Migrant Education Program is served by 3 migrant school districts.

State: West Virginia

Summary 1987-88:

West Virginia's migrant program is basically a summer program that provides basic skills reinforcement and new academic skills, field trips to apply skills, increase socialization skills, and understand community services. Parents are invited to attend at least one day of school in order to become more involved with their children's education. A needs assessment shows that in general, migrant students are one year behind the national average and that they also lose skill mastery over the summer. A supplementary tutorial program is offered during the regular term in one local agency.

Summary 1986-87:

Students in grades 9 and 11 are tested in Comprehensive Test of Basic Skills. Each student is assessed for their academic needs with criterion referenced testing, MSRTS data on skills information, and teacher evaluation. Basic skill instruction is emphasized and one-on-one tutoring with an aide or small group instruction with a teacher is provided. A bilingual instructor is available. During the summer program career awareness is a focus. A bilingual instructor is provided as needed. Parent involvement is encouraged on the program as well as state and local advisory councils. Home visits are made by a recruitment staff member who is often accompanied by a bilingual instructor to assess special needs of the students. Parents who are interested will receive inservice training. Staff needs for inservice include multicultural education, computer orientation, class materials usage and teaching strategies. Supplementary services for Chapter 1 Migrant Program are provided through state and local agencies.

State: West Virginia

SECONDARY COMPONENTS:

	1987/88 Regular	1987/88 Summer	1986/87 Regular	1986/87 Summer
Basic Skills	_	X	X	X
Tutoring/Content Areas	X	_	X	_
PASS	_	_	_	_
GED	_	_	_	_
Career/Voc Instruction	_	_	_	X
Dropout Retrieval	_	_	_	_
Summer Programs		X		X
ESL	_	_	_	_
Counseling	_	_	_	_
Work Study (Learn and Earn)	_	_	_	_
Enrichment	_	_	_	_
Parent Involvement/Training	_	X	X	X
Computer Training	_	_	_	_
Other				

Comments: (Special Components, etc.)

Bilingual instruction was provided in both terms of 1986-87.

1=> Not secondary specific
2=> No summer specifics
3=> Not specific

MIGRANT EDUCATION SECONDARY ASSISTANCE (MESA)
STATE AND LOCAL ACTIVITY OVERVIEW

State: Wisconsin

Dr. Myrna Toney
Special Needs Section
State Department of Public Instruction
125 South Webster Street, Box 7841
Madison, WI 53707
(608) 266-2690

Region 6

Tom Rogers, Coordinator of Migrant Education
2300 Ripon Road
PO Box 2568
Oshkosh, WI 54903
(414) 233-2374

Region 8

Frank Kazmierczak, Coordinator of Migrant Education
204 East Main Street
Gillett, WI 54124
(414) 855-2114

Unique Programs

Project: High School Equivalency Program

Contact: Federico Zaragoza
Dean, Continuing Education and Business Outreach
Milwaukee Area Technical College
700 West State Street
Milwaukee, WI 53233
(414) 278-6963

Description of Project:

The Milwaukee HEP is located at a community college and serves 110 students annually in its residential and commuter programs. There are three cycles including a 60-day summer one and two 80-day cycles. Students receive stipends, comprehensive needs assessments, academic advisement, tutoring, computer assistance approach in lab, and day care services for commuters. Participants may complete courses for a high school diploma in the high school equivalency track or obtain their G.E.D. English and Spanish G.E.D. preparation is offered. If students' abilities are high enough, they may combine G.E.D. instruction with formal occupational training. The majority of students in this program continue on to post-secondary education. The program assists with these transitional services.

State: Wisconsin

Project: P.A.S.S. (Portable Assisted Study Sequence)

Contact: Frank Kazmierczak, Program Coordinator
204 East Main Street
Gillett, WI 54124
(414) 855-2114

Description of Project:
Migrant secondary students may participate in this semi-independent study program to earn credits for grade promotion and graduation requirements whether in school, at home or while in transit.

State: Wisconsin

Summary 1987-88:

Wisconsin provides P.A.S.S., career awareness/vocational exploration, and computer literacy as well as certified programs in first aid and water safety instruction when possible. Wisconsin links dropouts with other migrant service networks and also provides information on G.E.D. programs, alternative high school and alternative district instructional programs and the VTAE system. Students will receive dental screening, and programs in preventative dental care and oral hygiene. Parents are encouraged to be involved and need training in helping their children learn, on their rights and responsibilities as parents of school-aged children and such topics as pesticide education, career development, prevention of drug and alcohol abuse. Parents and staff need to examine together the causes and contributing factors in school behavioral problems among migrant children. Staff also need inservice to make them culturally aware of their students' backgrounds.

State: Wisconsin

Summary 1986-87:

Wisconsin emphasizes basic skills, academic and vocational counseling, career awareness/vocational exploration and computer literacy for secondary components. The P.A.S.S. program was available. Dropout retrieval includes providing information to alternative programs in districts and high schools, G.E.D. programs and the VTAE system. G.E.D./HEP are offered at Milwaukee Area Technical College. Medical and dental screening, treatment and transportation are provided. Staff inservice for developmental counseling will be provided if necessary. There are inservices on improving basic skills instruction, using ESL and bilingual instruction, MSRTS utilization, parent training, and identification and recruitment. Parents will be trained in planning, operating and evaluating project activities.

State: Wisconsin

SECONDARY COMPONENTS:

	1987/88 Regular	1987/88 Summer	1986/87 Regular	1986/87 Summer
Basic Skills	_	_	X	_
Tutoring/Content Areas	_	_	_	_
PASS	X	X	X	X
GED	_	_	_	_
Career/Voc Instruction	X	_	X	_
Dropout Retrieval	X	_	X	_
Summer Programs		X		X
ESL	_	_	_	_
Counseling	_	_	X	X
Work Study (Learn and Earn)	_	_	_	_
Enrichment	_	_	_	_
Parent Involvement/Training	X	_	X	_
Computer Training	X	_	X	_

Other

Comments: (Special Components, etc.)

1=> Not secondary specific
2=> No summer specifics
3=> Not specific

MIGRANT EDUCATION SECONDARY ASSISTANCE (MESA)
STATE AND LOCAL ACTIVITY OVERVIEW

State: Wyoming

Lyle S. McIrvin
Coordinator, ECIA, Chapter 1
State Department of Education
Hathaway Building
Cheyenne, WY 82002
(307) 777-6239

Summer Programs

Norman Opp, Director
600 Shoshone St.
Lovell, WY 84231
(307) 548-2247

Cherie Wood, Director
220 Bighorn Avenue
Worland, WY 82401
(307) 347-3306

Diana Ohman, Director
436 E. 22nd St.
Torrington, WY 82240
(307) 532-4033

State: Wyoming

Summary 1987-88:

Wyoming only operates a summer program for its migrant program. The needs assessment indicates that students need basic skill instruction, enrichment, and dental/medical services. Educational objectives include language arts, reading, and math instruction, as well as enrichment in career awareness, bilingual and bicultural education, music, arts and crafts, social studies, natural science, computer training, and physical education. Bilingual staff are provided. Parent involvement and training is included. No secondary staff development is included. The National Migrant Education Skills Program is used for each student.

Summary 1986-87:

Wyoming operates a summer migrant program only. The needs assessment indicates that students need basic skills, career awareness, ESL, cultural enrichment, and health, dental, nutritional services. The students are provided these services along with music, art, physical education, social activities, and special education for the handicapped. There is a bilingual/bicultural educational component to improve self-concept. Wyoming migrant students use the National Migrant Education Skills Program. Staff are given inservice to increase their cultural awareness, upgrade their teaching skills with migrant students, and obtain supervisory leadership training. Parents were invited to activities at the schools and will be visited by staff at least once to inform them of the services of the project. Local parent advisory councils will be developed in each project and a state advisory council will be named.

State: Wyoming

SECONDARY COMPONENTS:

	1987/88 Regular	1987/88 Summer	1986/87 Regular	1986/87 Summer
Basic Skills	_	X	_	X
Tutoring/Content Areas	_	_	_	_
PASS	_	_	_	_
GED	_	_	_	_
Career/Voc Instruction	_	X	_	X
Dropout Retrieval	_	_	_	_
Summer Programs		X		X
ESL	_	X	_	X
Counseling	_	_	_	_
Work Study (Learn and Earn)	_	_	_	_
Enrichment	_	X	_	X
Parent Involvement/Training	_	X	_	X
Computer Training	_	X	_	_

Other

Comments: (Special Components, etc.)

Only summer program. ESL and Bilingual instruction were provided.

1=> Not secondary specific
2=> No summer specifics
3=> Not specific

Project: College Assistance Migrant Program (CAMP)

Description of Project:
CAMP is a federal program that provides financial assistance, career advisement, tutoring, counseling, career orientation activities, cultural and social activities to eligible migrant workers, seasonal farmworkers, or their children during their first year of college. The program offers assistance with tuition and fees, room, board, and other living expenses. CAMP assists students with locating additional financial aid to allow them to complete their undergraduate studies.

California

Marcos Sanchez
Director, CAMP
California State University
at Sacramento
6000 J. Street
Sacramento, CA 95819
(916) 278-7241

Idaho

Dr. John Jensen
Director CAMP
Boise State University
Department of Teacher Educ.
1910 University Drive
Boise, ID 83725
(208) 385-1754

Oregon

Dr. Miriam W. Ozech
Director, CAMP
Office of Academic Affairs
Oregon State University
Corvallis, OR 97331
(503) 754-2111

Tennessee

Dr. Robert Kronick
Director, CAMP
University of Tennessee
College of Education
102 Claxton Education Building
Knoxville, TN 37996-3400
(615) 974-8139

Texas

Randa S. Safady
Director, CAMP
St. Edward's University, Inc.
3001 South Congress Avenue
Austin, TX 78704
(512) 448-8626

Project: Goals for Youth

Contact: Keith Moody
National Coordinator
4083 N. Peach #277
Fresno, CA 93727

Description of Project:
National Football League players meet weekly with students and help them set and achieve realistic goals. The players act as positive role models who encourage students in their goals.

Project: High School Equivalency Program

Description of Project:
Migrant workers or their dependents may prepare for the G.E.D. high school equivalency diploma in a residential college setting or as commuters to class. Career information, job placement, counseling, academic advisement, tutoring, and transportation to and from the program are provided at the HEP sites nationwide. Programs help students continue on with post-secondary education, training, or finding a job depending on student preference. Some programs may provide cultural activities, housing, and meals.

California

Perfecto Muñoz
High School Equivalency Program
San Joaquin Delta College
5151 Pacific Avenue
Stockton, CA 95207
(209) 474-5334/3

Colorado

Arthur Campa
Univ. of Colorado/Regents
Bueno Ctr, School of Educ.
Campus Box 249
Boulder, CO 80309
(303) 492-5416

Frank A. Anderson
Institutional Develop. and Econ. Affairs Serv., Inc.
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Florida

Dr. John S. Platt
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College of Education
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Idaho

Dr. John Jensen
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Boise State University
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Maine

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PO Box 1136
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Maryland

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Project: Migrant Dropout Reconnection Program

Contact: Robert Lynch, Director
BOCES Geneseo Migrant Center
Holcomb Building, Room 210
Geneseo, NY 14454
1-800-245-5680 in New York State
1-800-245-5681 outside New York State

Description of Project:

This program is for migrant farmworker youth between 16 and 21 who have dropped out of school. Services include a toll-free hotline that provides counseling and referral services and a monthly bilingual newsletter that features information on education, careers, health, and other topics. The program's goal is to increase the number of migrant youth who resume secondary or vocational education and/or pursue education beyond the secondary level.

Project: Portable Assisted Study Sequence (P.A.S.S.)

Contact: Frank Kazmierczak, Program Coordinator
and Chairman of the Interstate P.A.S.S.
Committee
204 East Main Street
Gillett, WI 54124
(414) 855-2114

Description of Project:

P.A.S.S. gives migrant secondary students the opportunity to work semi-independently on coursework to receive full or partial credits towards high school graduation. The portable learning packets may be worked on whether the student is supplementing regular school courses, is in a summer program, or is in transit. The following states offer P.A.S.S. in varying degrees:

Alaska
Arizona
Arkansas
California
Colorado
Florida
Georgia
Idaho
Illinois
Indiana
Maryland
Michigan
Minnesota
Montana
Nebraska
New Jersey
New York
Ohio
Oklahoma
Oregon
Pennsylvania
South Dakota
Texas
Utah
Washington
Wisconsin

In many of the above states, Mini-P.A.S.S. is available to 6th, 7th, and 8th graders.

The following are P.A.S.S. contacts.

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P.A.S.S. Coordinator
CESA No. 8
204 E. Main Street
Gillett, WI 54124

Dr. Myrna Toney
Department of Public Instruction
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Madison, WI 53707

Project: U.S. Space Camp

Contacts: Susan Rowe, Coordinator
Migrant Education Program
State Department of Education
State Office Park South
101 Pleasant Street
Concord, NH 03301
Phone: (603) 271-2717

1 Tranquility Base
Huntsville, AL 35807-0680
1-800-633-7280

Description of Project:

Space Camp is a program that gives students math and science experience through lectures, hands-on activities, and simulated space missions. Students may have the opportunity to use astronauts' equipment, participate in aircraft cockpit training, Underwater Astronaut training, and Space Lab. Space Camp Level I serves grades 7-9 and is a week long. Space Camp Level II serves grades 10-12 and students may earn college credit for the 10-day program.

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